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E. Morris Cox

SOFT, murm'rous, lapping waves upon the
Shores of fast-receding Time,
Dull, darkening shadows gathering as
Eternal night falls round.
Within a room footfalls so light, so soft,
Of One who guides and guards our weary feet
Along the road unknown;
A gracious Presence—gentle, kind, serene,
With hand outstretched, and calm, benignant smile;
A whisper, fleeting, light as swaying twilight breeze—
“Come, friend, to Me! Thy burden, lay it down,
I will it bear. Come; fear thou not,
For I with thee will bide.
Thy footsteps will I guide
Along this path unknown, and all untrod by thee—
A path I trod for thee so long, so long ago.”

A SILENCE, deep, profound; a quiet touch;
A gentle drawing of the hand,
Once more a whisper, “Come.”—
And this, men call it Death.
A breaking gray as that which broods
O'er sombre, silent sea,—
A glow of light, of dawn o'er hills celestial, fair,—
An opening gate flung wide—
Glad bursts of radiant melody.
Within, again a Presence—One Benignant, calm, serene,
Again a hand outstretched, a voice triumphant,—
“Welcome, oh, thou! to this the Life Eternal;
For thou, oh, friend, art now but coming Home.”
And this, oh, this, is Life.

—BERTHA CROMWELL,
Franklin School, Oakland.



EDITORIAL



THE sixth annual observance of Public Schools Week in California is scheduled for the week of May 11. During this week public meetings are to be held throughout the state. Well-prepared speakers will address these meetings, discussing briefly and pointedly questions relating to education and to the public schools.

PUBLIC SCHOOLS WEEK

While this Public Schools Week program is under the direction of a committee appointed by the Grand Master of Masons in California, David J. Reese, it will be understood that the meetings are not Masonic in character. It is preferred that they be held where possible in the auditoriums of school buildings and be open to the public so that men and women generally may attend and take part in the program.

There is much loose thinking in regard to the public school,—its meaning, its function, and the results secured. Opinion is held by many that the school of today is not meeting the demands of present day society. There is much talk of "returning to the three R's." Some state that the frills are occupying all too common a place. It is held by many that we are teaching too many subjects; that our methods are not sound and that altogether too much money is being spent on education.

Public Schools Week was established six years ago at a time when, with the war just closed, great enthusiasm was everywhere noted and education was reckoned as being necessary to the perpetuity of a democracy such as ours.

There is danger of our losing perspective in this commercial age and for this reason the Public Schools Week should offer much of value. The state-wide committee is composed of Robert A. Odell, Los Angeles; Arthur M. Brown, Pasadena; Vierling Kersey, Los Angeles; Harry S. Lasker, Los Angeles; Lee T. Mullen, Los Angeles; A. Gaylord Beaman, Los Angeles; Arthur H. Chamberlain, San Francisco; Fred M. Hunter, Oakland; H. G. Burrowes, San Francisco; Roy W. Cloud, Redwood City; Elias Ellison, San Francisco. The chairman of the committee is Charles Albert Adams of San Francisco, Past Grand Master of Masons in California and the originator of Public Schools Week in this state. The secretary of the committee is Vaughan MacCaughey, San Francisco.

A speakers bulletin has been prepared by the committee and is available to all who desire copies. These may be had by writing Chairman Charles Albert Adams, Humboldt Bank Building, San Francisco, or Vaughan MacCaughey, Phelan Building, San Francisco. An attractive dramatic sketch, written by E. W. Jacobsen and Miss Doris McEntyre of the Oakland Public Schools has been prepared. Copies of the play may be had by applying to Superintendent Fred M. Hunter, City Schools, Oakland. This play is colorful and attractive and can be put on with very little work or expense by pupils of the upper grammar grades or junior high school. There are eight speaking parts but the play permits of a large number of school children. This play will add much to the interest of any evening during Public Schools Week.

A. H. C.

THE meeting of the N. E. A. last year at Washington was a great success.

From California and the Pacific Coast there was a large attendance. A special train from California, under the leadership of William P. Dunlevy, state director, was a feature. This special train went via the Grand Canyon, where the delegates had opportunity to

N. E. A. view one of the world's wonders and on to Chicago and direct to Washington. This year Director Dunlevy is arranging for a special train leaving Los Angeles on June 23 and arriving at Indianapolis, the convention city, on June 28, the day of the opening of the convention.

Special Pullmans will be provided for Southern California delegates who will travel over the Southern Pacific to Oakland. Other special Pullmans will be provided for those who board the train in the Bay region, the special leaving Oakland on the morning of June 24. The Western Pacific Line will be used and the delegates will be able to view the wonderful Feather River Canyon by daylight. Salt Lake City will be seen also by day and the Rocky Mountains of Colorado and Royal Gorge will furnish many thrills. From Pueblo to Chicago the train will run via the Santa Fe and thence to Indianapolis by the Monon route.

Early announcements were to the effect that delegates would leave Los Angeles on the evening of June 25 and the Bay region on the morning of June 26. In order, however, that delegates may reach Indianapolis for the first meeting, the time of leaving

Los Angeles and Oakland has been advanced two days.

Many are asking whether those, other than delegates, may use this special train. Any teacher or any friend who desires to travel to Indianapolis will be privileged to travel on the special train up to the limit of its capacity.

The round-trip rate is \$99.24. Tickets should be secured of the local agents, reading Southern Pacific to Oakland, Western Pacific to Salt Lake, Denver and Rio Grande Western to Pueblo, Santa Fe to Chicago, and Chicago, Indianapolis and Louisville railroad to Indianapolis. This is for the going trip. The return trip may be made by any route desired.

The through pullman fare from the Coast to Indianapolis is, for a lower berth, \$25.50, upper berth, \$20.40, compartment, \$72.00, drawing room, \$90.00. The Pullmans leaving Los Angeles and the Bay region go through to Indianapolis without change.

The headquarters for the California delegation are at the Hotel Lincoln. This is the most modern large hotel in Indianapolis. As hotel reservations are much in demand, delegates are advised to make reservation at once if they have not done so. Write Convention Bureau, Indianapolis Chamber of Commerce, Indianapolis, Indiana.

For further information address William P. Dunlevy, State Director, N. E. A., 2924 Ash Street, San Diego, or California Teachers' Association, Phelan Bldg., San Francisco.

A. H. C.

*The 1925
N. E. A. Convention
is to feature
the
"interpretation of the
School to the
Public."*

AS WE go to press the legislative session is about to come to a close.

During the entire session there were introduced many bills relating to education. Many of these bills died in committee. Others did not receive the required number of votes

to pass. It yet remains to be determined which bills not already signed by the Governor will receive his signature, which will be vetoed, and which ones will die from pocket veto.

The bill relating to the Tenure Act passed both houses, receiving 31 affirmative votes in the Senate, with no vote opposing. This measure originated in the Assembly, being introduced by Assemblyman Eksward. Purpose of this measure is to clarify the present tenure law, as the law now

is declared unconstitutional in Napa County on the ground that it is discriminatory. At present, only those teachers come under the law who are in schools of eight teachers or more. The proposed measure provides that all teachers, including those in schools of seven teachers and less, would also come under the law. At this writing the Governor had not signed the bill.

The Deuel Bill was tabled in the Assembly Committee on Education on March 20. This was done on the basis that the bill looked toward a divided authority in the administration of the state schools. The Deuel Constitutional Amendment, that had a hearing in the Assembly Committee on Constitutional Amendments, was tabled six to one. At this writing the Jones-Harris

Constitutional Amendment is still in the Senate. Its fate is undetermined.

ALL in all, this legislative session has been satisfactory to the educational welfare of the State. While there has been opposition to certain measures (that have seemed to the school people

to be of decided advantage), it is a fact, nevertheless, that most of the Assemblymen and Senators have been ready to listen to sound argument and reason. In many cases those who had made up their minds to vote against an educational measure for which we stood, have, when apprised of all the facts and conditions, changed their attitude completely. It seems only fair that this should be said. The

five women members of the Assembly represent the best citizenship in the State.

A SEMI-FINAL bulletin giving a list of all educational measures passed at the forty-sixth biennial session of the Legislature will be issued within a few days following adjournment. While the edition lasts copies will be sent upon request to all those interested. It should be noted that no measure will become effective unless approved by the Governor within thirty days following adjournment of the Legislature. A final bulletin listing all educational bills and constitutional amendments meeting with executive approval will be issued immediately after this thirty-day period, and will be sent on request.

A. H. C.

HONORED WORKERS

IT is a commendable thing to recognize successful effort and notable achievement on the part of men and women while they still work amongst us. At the recent meeting of the State Council at Santa Barbara, two of California's outstanding leaders in education were so honored—Will C. Wood, State Superintendent of Public Instruction, and Superintendent Mark Keppel, President of the State Council of Education. Both of these men were voted, with marked enthusiasm and unanimity of action, life memberships in the National Education Association.

A. H. C.

E. Morris Cox

A TRIBUTE—ARTHUR H. CHAMBERLAIN

THE death of E. Morris Cox comes as a shock to thousands of men and women in every part of California.

As yet we find it impossible to write of him fittingly or to evaluate in any adequate manner his great service to the schools of California and to the generations yet to come.

As we look back over the years we realize that no man since the days of John Swett accomplished more for the children and the teachers of California than did E. Morris Cox. He was essentially impersonal in his work. He was quiet, unassuming, retiring. He possessed as great mental bravery as any man we have ever known. His keen, analytic mind, his fundamental honesty of purpose,

his unselfish devotion to any cause that made for community betterment and for civic and social uplift, and his ability to see without bias and to state clearly and forcibly in few words his conclusions and convictions,—all this resulted in making him a splendid citizen, a calm and forceful leader, a teacher and administrator of high ability. The traits he exhibited

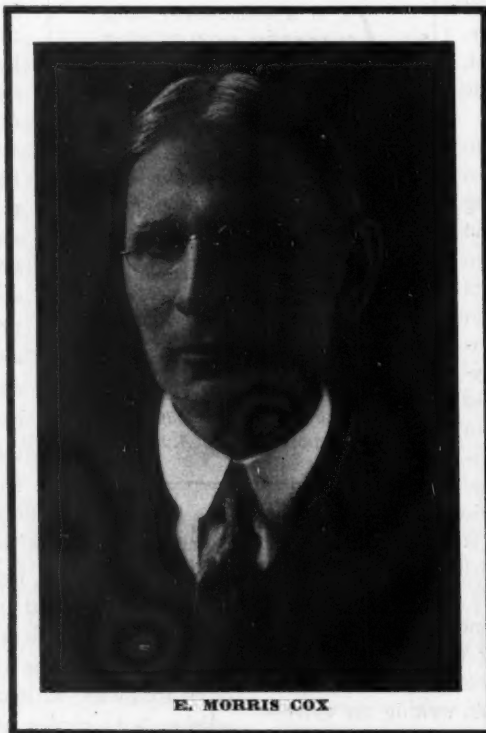
in private and public life were reflected in the lives of the boys and girls who came under his influence.

During all the years of his service as president of the California Teachers' Association and the State Council, he

showed neither fear nor favor to individual or locality. His allegiance was to principle only. Because they had confidence in his judgment and knew he was never self-seeking, the Legislators always gave ear to his advice. Much of the most forward-looking legislation written upon our statute books during the past two decades is the result of the vision and judgment of Mr. Cox.

It was inevitable that Mr. Cox should be intimately known to

me in the relations of leader, advisor, counselor and friend. Clear in his thinking, calm and judical in his judgment, fearless in his action, gentle and just in decision, E. Morris Cox accomplished for the children, the teachers and the schools of California results that today can not be reckoned at their real value. His was a life of service. His good works shall follow him.



E. MORRIS COX

IN MEMORIAM E. MORRIS COX

For Ten Years President of the California Teachers' Association

The following symposium comprises tributes from friends of Mr. Cox. Material that was received too late for this issue will be published later.—Editor.

THE death of E. Morris Cox, First Assistant Superintendent of the Schools of Oakland, marks the passing of one of California's foremost leaders in education. Probably the widest contribution made by Mr. Cox to the educational development of the State, was through the legislative measures that owed their initiation and strong support to his untiring efforts. As president of the California Teachers' Association for ten years, his influence upon legislation in all matters affecting teachers, qualifications, standards, protection and development in service was state-wide. Amendment 16 to the State Constitution, relating to the increase of state funds for the support of education, was secured largely through his leadership. Mr. Cox was for many years chairman of the legislative committee of the California Council of Education.

In the schools of Oakland Mr. Cox had charge of important divisions of administrative work. His duties included administration and supervision of all regular and special promotion of pupils, involving organization and supervision of standards for all types of schools and measurement of their work. He directed the special classes, provided for all those whose special ability or particular defects required a type of teaching differing from regular standards. He also had charge of all statistical reports for principals and teachers; the administration of the text-book system in elementary schools, covering the methods of adoption and purchase of such texts. And in his examination of applicants and their credentials for recommendation to professional position in Oakland, he was known as a leader throughout the state and nation.

In all matters of finance Mr. Cox was an authority and a trusted leader wherever educational matters were under discussion. An indefatigable public servant, a lecturer in summer schools, a friend of all teachers, he occupied a position difficult to fill.

FRED M. HUNTER,
Oakland.

ANYTHING I can say regarding my friend and co-worker, E. Morris Cox, must of necessity be inadequate, notwithstanding I have known him for twenty-five years, and for twelve years of that time have been his close official associate.

Those of us who have known him intimately have regarded him, and shall continue to do so, as a remarkable man. He has left the indelible stamp of that remarkable personality on education in California, and the Oakland Public Schools can never know a second E. Morris Cox. He has been no less the counselor of the individual than of the teaching body as a whole, and as a friend his memory will be enshrined in many hearts. He was a man of remarkable capabilities. He had a wonderful capacity for work. He was also a man of unusual mentality. No man with whom I have ever come into close contact has worked so persistently and with such accuracy towards definite and constructive conclusions.

He was an unusual organizer in all school matters. Whether as chairman of committees here at home or the moderator of assemblies such as those he was called upon to preside over in his capacity as President of the California Teachers' Association, he was an unusual presiding officer. He foresaw and provided for every contingency. While he held very positive opinions, as a presiding officer he was always just, fair, and even generous, and so for the ten years he served as President of the California Teachers' Association all factions were united in his support, and it was through the means of this organization that he was able to make his remarkable contribution to the legal progress of California in promotion of the education of children and the protection of teachers' interests.

Whatever way we turn we shall miss him in very real and important respects. Speaking for us here at home and for the teachers of the State, I can say he was peculiarly and of right our guide, our counselor, and our friend.

LEWIS B. AVERY,
Oakland.

EDUCATION in California has experienced a great loss. Far more than most men, Superintendent Cox worked and thought in the light of fundamental principles of action. He knew where he was going, and why. He was, in the true sense of the word, an educational leader, who worked in the light of inner conviction, and rendered lasting service to the cause of education in California.

ELLWOOD P. CUBBERLEY,
Stanford University.

OUR state meetings will never be quite the same with our good friend and adviser, Mr. Cox, no longer there. At all educational gatherings of public school officials, no matter what the legal question or the educational perplexity, Mr. Cox's keen analysis, ripe judgment and unswerving adherence to the wisest and best course, were sure to be sought in the search for a satisfactory conclusion. For years no school laws have been passed, the proponents of which have not sought the approval of Mr. Cox for their proposed legislation because of his ability to analyze and evaluate legal measures and avoid the tricky technicalities.

How staunch a friend Mr. Cox was to all who were striving for the furtherance of public education! Side by side, as brothers, many of those who read these lines have stood for twenty-five years, seeking not their own glorification, but the realization of the broader aims of the public schools, and when under the tension of strong feeling, discussions became unduly heated, it was always the keen and kindly judgment of Mr. Cox that found a solution and averted destructive controversy.

He was a man of scholarly attainments, rare administrative ability, and withal a cultured Christian gentleman. The years slip by and those most prized pass on, but their noble work and their pleasant ways remain as a cherished memory.

CHARLES C. HUGHES,
Sacramento.

ONE of the most representative of men to typify California education, he walked among us great of stature. May he not be symbolized by a great spreading majestic oak: seasoned,—seasoned to withstand the storms of opposition; deep-rooted,—squaring his preachments of educational theory by constant study of sound school practice; with myriad

branches,—representing his diversity of educational interests from the kindergarten up to and including college and university with their programs for the training of teachers. Among these branches, perhaps three in particular stand out in bolder relief against the horizon—his zeal for the welfare of boys and girls in the earlier and middle years of training, his militancy for high standards in the teaching profession, and his very unusual insight regarding executive and administrative details. It has been my privilege to know three brothers of this remarkable family. One was my teacher when I was a freshman at Stanford University; another I met in Honolulu where he was one of the leaders of educational progress; to the third, whom we mourn today, I acknowledge a debt of gratitude for good counsel and sympathetic encouragement through a long period of years. Long live the memory, the example, and the inspiration of Elmer Morris Cox.

W. W. KEMP,
University of California.

A MAN of Quaker simplicity, devoted to home and family, a staunch friend, hater of hypocrisy and iniquity; a live student of Education, possessing a mind alert and keenly analytical; a most dependable ally in all worthy causes, and a vigorous opponent of all who would destroy the public school; we glory in your record, we are inspired by your achievements, and we are grief stricken in your passing, for we realize that your chair in the councils of California Educators will long remain vacant.

WM. JOHN COOPER,
Fresno.

IN the passing of E. Morris Cox, education in California loses a staunch friend. He was one of a group of leaders that worked in season and out to make in California a great state school system. In his case, particularly, the leadership was based on a rich, practical experience in school administration. He had ideals, was progressive at all times; but new ideals and new ideas in education had with him to stand the test of the calm judgment of an unusually successful schoolman.

A. B. ANDERSON,
San Francisco.

IN THE passing of E. Morris Cox, California Teachers are losing one of their staunchest friends. A pioneer in the California Council of Education, he assisted in the initiation of nearly all progressive school laws of the State including the Retirement Salary and Amendment Sixteen. His interests were statewide and his leadership will be missed by all educators of this generation.

WALTER B. CRANE, Los Angeles.

I WAS deeply grieved when I read of the passing of Superintendent E. known Superintendant Morris Cox. I had known Superintendant Cox to such an extent that I admired him more than any other school man in California. I knew not only of official work, but also of his actions as a private citizen. My communications and exchange of thought with him in his official capacity were most pleasant and inspiring, and yet his touch as a private citizen was even more uplifting. He surely was a citizen of high standing. How fitting was the resolution in the Senate committee! Lives of such excellent men surely are an incentive for one to give more of what is best in one for service.

J. CALVIN FUNK,
Santa Maria.

SINCE I first entered educational work Mr. E. Morris Cox has always been a source of great inspiration to me. He was a man who understood and appreciated educational problems in a very human way and upon whom one could depend for reliable judgment and clear, decisive opinions.

CECIL DAVIS PECK, Santa Cruz.

I REMEMBER E. Morris Cox as the presiding genius over state councils ever since my attendance thereupon. His presence radiated bounty and beneficence. There was always clear thinking and righteous judgment. We can rejoice that he has lived among us and we can best revere his memory by incorporating into our own lives the good that lives after him.

IDA CHRISTINE IVERSEN, Los Angeles.

E. Morris Cox

ALL unaware I turn a random page—
Oh sentient words insisting he is dead!

They call him educator, teacher, sage;

The dear word "friend" leaps to my heart instead.

So he is gone And I who had forgot.

We never take a once-trod trail again,

Grieve that in one well-remembered spot,

I may not find the kindest of men.

A schoolman, just, with dignity and poise;

In times of stress his silences would rise

With eloquence above the futile noise.

His power remains, for all he dies!

But there are those to laud his work and worth;

I only speak for them, far-flung and near,

For whom some little unsung thing henceforth—

Remembered now—shall keep his mem'ry dear.

For those to whom he was a friend in need;

To whom his quiet understanding gave

New courage, faith, to venture and succeed;

For those in spirit bow'd beside his grave.

—GRACIA BRYAN BOLFING,

Salinas.

AS TIME reaps its harvest and the best are gathered in by the hand of the gleaner. Fate deals thus with all. Position, ability, wisdom count not when the hour comes. E. Morris Cox has answered the call and California has lost one of her greatest teachers; and the profession one of its most devoted members. He was essentially a teacher. In the primary grade or the senior high he was equally at home. His touch was an inspiration and his influence led the way to worthy accomplishment. He will long be remembered by us as one upon whom the gift of teaching had been bounteously bestowed by the hand that holds the destinies of time in its hollow.

JAS. B. DAVIDSON,
Santa Rosa.

IN THE death of E. Morris Cox, the educational forces of California lost a staunch leader and friend. All who knew him deeply mourn his death. We not only mourn the loss of a public leader, but revere him for his character, high ideals and the life he lived.

ROY GOOD, Ukiah.

THE PLACE OF THE MOTION PICTURE IN EDUCATION

CECIL B. De MILLE, Hollywood

Producer of "The Ten Commandments" and Other Photoplays

THE motion picture is so powerful a medium of expression that we who devote ourselves exclusively to its dramatic phase are traveling upon only one of the many tracks which center in this Grand Central station of human reactions.

We are entering a period when the non-theatrical and educational aspect is gaining great strength. We are approaching a time when this factor will work hand in hand with the achieved successes of the entertainment phase to bring about what I consider to be the real destiny of the motion picture,—the eventual brotherhood of man. Taken as a united whole, the motion picture has a potential penetrative power which justifies the idea that at some time it will unite all peoples into a single world-family.

By "educational" motion pictures I mean those which handle topics that cannot be efficiently presented in a dramatic production. For example, I refer to the excellent films of microscopic insect life; to the slow-motion film which analyzes difficult feats of manual or pedal dexterity; to the films taken at various stages showing the development of life forms from the egg of the cell; to medical presentations lucidly outlining schedules of hygiene, exercise or laboratory experiment. Many other valuable forms are "educational" rather than dramatic in their main appeal.

Indirect Education

I want to clarify this point because too many are apt to consider that all "education" must necessarily be contained in the directly educational film. Many teachers, I have found, are wont to be a bit intolerant of the regular dramatic movie. Allow me to give you a few examples. In a picture of mine called "Triumph" a can factory was featured. Of course the story was entertaining—but in it also there were those marvelous machines. Through it all the marvels of work were emphasized. Scoffers who wouldn't take time to read the "The Ten Commandments" have been affected by seeing that greatest of all legal codes pictorially presented before them. The success of such historical plays as "Abraham Lincoln," "The Tale of Two Cities," "Cabiria," "Scaramouche," "Passion," "The Birth of a Nation"

and many others, render alive the school text pages. Facts about mining have been presented in stories featuring a stalwart hero. The writer of film drama has gone on the high seas, in the air and under the water to provide backgrounds for his tales interesting, different, and instructive.

Constructive Themes Demanded

During the last few years the motion picture as offered the regular "movie theatre" has changed radically in its makeup. The new taste of the public will no longer take just a peppermint girl love story. It is demanded that if a man approach the screen to talk that he must have something to say. For several years I have attempted to place a definite theme of genuine constructive interest in each of my photoplays. And more and more the success of this type of offering is causing it to become leading element of our industry.

We will never solve the problem of pictures for children until the parents exercise the same sort of responsibility over their child's choice of film entertainment as they do over the books their boy or girl may read or the legitimate stage shows they may attend. It is obvious that all photoplays cannot be made for strictly juvenile consumption. This would deprive mature persons of the proper presentation of many great works of literature. But these great written masterpieces cannot best be presented on the screen as long as parents send children "to a movie" without themselves taking the pains to scrutinize their neighborhood shows, to ascertain which of the attractions are best suited to the age and mentality of their offspring.

Adopted by Colleges

Schools, colleges, and clubs are installing motion picture machines and extending the scope of visual education in every new direction opened by new discoveries and inventions. Of particular interest are the workings of the visual education department of the Los Angeles county schools under Superintendent H. S. Upjohn. This was one of the first departments in American education. All dramatic motion pictures are not suited for educational use, nor is every non-theatrical film fitted for the requirements of the schoolroom.

BUDGETING SCHOOL EQUIPMENT

FORESIGHT VS. OPPORTUNISM

R. A. FIFE, President, R. A. Fife Corporation, New York

IS THE relationship of expenditure for equipment to the contract price for building construction (not including cost of real estate) a correct proportion? It is generally recognized the country over, that ample equipment is considered equally essential as is adequate housing, in the scheme of education. In the case of junior and senior high schools the percentages will vary according to the type of equipment required to meet the educational program and standards of each particular community. A highly technical high school equipment costs as high as 33 1-3 per cent of the contract price of the building. Others, 25 per cent, 24 per cent, 20 per cent, 18 per cent and as low as 14 per cent. All types of schools considered, the net average is 11 per cent.

Sixty schools of representative types, scattered throughout the country, east of the Ohio, a fair cross-section of types of buildings, educational facilities, etc., show a combined total contract price of \$27,100,000.00. The total reported equipment costs of these buildings show an average of 11 per cent of the total combined contract price. One out of every five buildings utilized old equipment to the value of 3.4 per cent of the contract price of the building, or, in dollars and cents, \$931,400.00. This figure was obtained by totaling the actual reported figures of used equipment. Twenty out of sixty buildings reported new equipment plus old equipment as still inadequate to fully equip.

Additional New Equipment

While there are no accurate figures available at this time to show the estimated cost of additional new equipment required to fully equip these buildings, our own estimate, from such figures as we have, is placed at 1 per cent of the contract price of the buildings, or applying to the sixty buildings in dollars and cents, \$270,000.00. On sixty buildings, one out of every five inadequately equipped buildings report no additional equipment for five years.

The Best Time

As a rule the correct and easiest time to amply provide for equipping buildings is dur-

ing the course of construction. Communities are reluctant to open again the subject. The period following a construction program in the average one-high-school type of town, is one of retrenchment. This is in reply to the architect, who adopts the policy of everything for the building construction, based on the theory that once an adequate building is provided the equipment solution will take care of itself.

Imperatively needed are: (1) better selection of experienced school architects; (2) budget control of expenditure based on careful engineering and construction costs when estimating cost of building; (3) elimination of the common practice of lumping equipment costs based on inaccurate estimates and finally going before the community and requesting an appropriation based on facts. The appropriation should clearly segregate and protect that portion of it intended (a) for contract price of building from (b) that of equipment costs. If funds are inadequate the school board should face the "music" for additional funds under the proper headings for which funds are required.

School Bonds are Voted

The rank and file of communities recognize that the greatest security of free government is equal opportunity, through our public schools. Freedom is guaranteed through the proper education of our youth. It is not surprising that relatively few bond issues or proposals for increased levies meet with rejection where real need exists.

What are Some of the Causes That Bring About Equipment Shortage?

A community decides to construct a new high school. A committee of the Board of Education discuss the requirements of a school fitted to their community. A neighboring town of about the same population has recently completed a new high school, costing \$250,000. Its adaptability to their own community seems to about fill "their bill," but as a margin of safety they decide to ask for \$300,000. The issue is acted favorably upon by the tax payers.

The committee decide to select an architect. Four or five qualified architects discuss the matter with the Board of Education. Two of the five have had wide experience in school construction. Analyzing the project from a standpoint of engineering, and present-day educational requirements, they frankly advise the committee that the building cannot be constructed for \$300,000. These two men are big enough to be able to afford to lose some business. Another, eager for the job, states it can be done, presents a good picture of his building and secures the award. Plans are soon drawn, bids are requested and, alas, they exceed the appropriation!

ONE of two things then happens: (a) plans are re-drawn and building constructed inadequately for the community; or, (b) an additional appropriation is requested. In many cases, when the first bond issue, or vote to permit the Board of Education to go ahead with the project, went over with little or no opposition, the second request divides the community, and an inadequate amount is secured to properly equip the building. By complete separation of building funds from equipment funds architects could be more thorough in securing accurate building construction estimates; could develop more accurate specifications; and could eliminate costly changes and additions after the contract is let. Finally this would materially strengthen the position of high-grade architects who value their professional standing and who are big enough to lose some business, rather jeopardizing it by promising more than can be done.

Importance of the Program

School administrators of wide experience know that a new school project calls for the best minds that trained specialists can offer. There is probably no field embracing such large capital expenditures and of such vital importance in the community, as is its school building program.

A new school in the average American community doubtless represents its largest project. Yet its officials, drawn from the rank and file of laymen, frequently fail to distinguish between the practices as applied to the average commercial construction enterprise, with that of a modern school, a highly technical problem, involving finance of first order, budget and expert engineering service, linked

with the problems of school administration and education.

There is doubtless no group of men in any public capacity that is more conscientious than is the school board or more susceptible to business methods applied to school construction and equipment problems and properly and simply presented. Educational institutions are becoming highly technical. State Departments, as a rule, employ as their educational field supervisors seasoned and practical school men with administrative experience, who are doing much to correct this condition.

What Are Some of the Remedies?

(a) The superintendent's recommendation as a start, involving analysis of school population and future growth, subjects to be offered, number of classrooms, auditoriums, gymnasiums, cafeterias, laboratories, shops, etc.

(b) Co-operation with state educational authorities on courses of study, state aid, building costs, etc.

(c) Consult educational experts where doubtful situations arise that may retard educational progress.

(d) Select an architect. When the bond issue carries, give the job to the architect. If it fails, pay him a fair amount based on figures set. Draw the plans, based on modern educational requirements. Budget the real estate, building, equipment, grading, and landscape costs based on estimates supplied by experienced craftsmen. See to it that specifications and bids come within these figures.

(e) Go before the public with the full facts and budget of costs. Ask for the required amount to "see the program through." Back it up with the necessary publicity.

Boards of Education that arbitrarily establish a certain definite appropriation of the construction of a new school, then follow by the selection of an architect, inject into their program a highly competitive element, not to the best interests of the community. An architect should be the definite advisory counsel for the Board of Education from the outset.

Under a co-related program of A. B. C and D and the contract awarded, there is little likelihood of additional funds being required to complete the building, equip it, and provide for necessary grading and landscape work. However, if additional funds should be required, go before the public and secure them under the proper heading.

REPRESENTATIVE SCHOOL BUILDING PROGRAMS A NATIONAL SYMPOSIUM

LOS ANGELES

IN RESPONSE to request from the Sierra Educational News to report on what has been done in Los Angeles in the matter of school buildings and what is planned for the immediate future, it should be stated that the building program in this city has been continuous since June, 1920. In that month the first money for school building purposes since 1914 was provided by the people when they voted a bond issue of \$9,500,000.

Co-incidentally with the voting of this money, it was realized that Los Angeles had entered upon a period of increased school enrollment quite in excess of anything the city had ever experienced. In that same June, 1920, the increase in enrollment over that of the previous year was found to be nearly twenty thousand children, making the initial bond issue of \$9,500,000 wholly inadequate to meet the needs. Again in June, 1922 the interest of the people in their schools and the generosity of the public toward the finer things of life were tested when a second bond issue for \$17,400,000 was promptly voted.

In the meantime, the increased attendance of each year over the preceding kept growing until it culminated in 1923 in an increase amounting to nearly twenty-eight thousand. Just to care for that increase of one year would have necessitated the construction of one sixteen unit building each week of the year. More serious than this was the fact that the first bond issue, which it was anticipated would enable the school authorities to take up the slack occasioned by the war, as well as provide some rooms for additional enrollment, had been found wholly insufficient on account of the mounting costs, to cover even the first necessity. The city was making no headway toward providing suitably for the great numbers coming. Added embarrassments were the annexations; these were frequent and almost without exception were the result of the financial exhaustion of the particular district seeking annexation, or from the discovery that the district must have building funds while its bonding limit had been reached. This condition left no choice except for the insolvent district to cast about and, if possible attach itself to another with solvent bonding ability.

With this perplexity of unhoused school children becoming increasingly harassing, the present Board of Education resolved to meet the emergency squarely and in June 1924, asked the people for another bond issue of \$34,640,000. It took the courage of despair and the determination of a mighty purpose to keep Los Angeles schools from the hopeless condition of insufficient housing and ask the public again for money, and especially for so large an amount. While the previous issues had been passed by enormous majorities, in fact, 14 to 1, this issue of 1924 passed 19 to 1 in the high school, and 20 to 1 in the elementary.

Sixty Million Dollars

A simple computation will reveal the fact that Los Angeles, between June 1, 1920 and June 6, 1924, voted more than \$60,000,000 for increasing school facilities in the way of land, buildings, and equipment. This, in brief, is the story of the perplexities which have confronted the city from lack of school housing facilities, and the measures taken to meet the building shortage.

The question has been asked as to whether there has been, in advance of the bond elections, a budget indicating the proposed expenditures for land, buildings, and equipment. Prior to each of the three bond campaigns, several weeks were spent in securing from each principal the fullest possible data regarding land and building needs of each existing school. Careful estimates were made of the several items with expert advice as to the probable cost of land, buildings, and equipment; the building cost was arrived at by estimates of the cost per room unit. In order to reach a fairly exact estimate of the equipment costs, it was found necessary to standardize the equipment for each type of room (classroom, auditorium, principal's office, rest room, etc., etc.) In the case of any single building, it became only necessary to determine what types of rooms were to be allowed, and the estimate of the cost for the entire building was a simple matter. To the probable land and building costs for additions to existing sites and buildings, had to be added carefully, worked out estimates of costs of new sites, buildings, and equipment. All these items were then brought together into one budget. Boards of Education in each instance have adopted

the budget as their working program and have adhered with remarkable carefulness to the provisions therein outlined. It must be confessed, however, that the abnormal costs encountered in administering the first two bond issues made each of them fall short, leaving some part of the program not fully carried out. This of itself would have proved a sufficient embarrassment apart from the ever-mounting enrollment.

WHEN, in each instance, the budget was complete, there followed a period of three or four months of hard work in bringing to the people a knowledge of the needs of the entire district, and of the plan to meet those needs. Eighteen months of the time of the present superintendent, since June 1920, has been spent in compiling bond budgets and in interpreting to the people the housing necessities of the large district. Even this represents only a small part of the joint effort and of the work done; in everything the united services of invaluable assistants and capable Boards of Education, have made success possible.

It should be stated that since 1920 Los Angeles has never had less than seven hundred half-day classes, and has been forced, in several instances, to provide for a school of a hundred children within a month's time. This has necessitated the construction of hundreds of bungalows which are replaced by permanent buildings as rapidly as funds permit. Los Angeles always builds a fair type of bungalow or temporary building, so that these are not to be regarded as wholly unsuitable rooms.

By February of 1926 Los Angeles hopes to be relieved of the incubus of half-day sessions and of the unsuitable housing. To accomplish this will call for the completion of buildings as outlined below, the funds for which were assured by the bond election last June. The costs mentioned cover buildings only and in each instance there would need to be added the cost of land and equipment in order to arrive at the cost of the entire plant.

Additions and New Buildings

The funds in hand provide for the erection of 89 additions to existing elementary buildings, ranging in cost from \$40,000 to \$112,000, with the prevailing cost of \$84,000. Provision is also made for 34 new elementary buildings on sites formerly acquired, on some of which bungalows were hastily erected to meet the emergencies that arose almost over-night. These new buildings range in cost from \$60,000 to \$112,000, with again a prevailing cost of \$84,000. The program for elementary schools

provides for 29 new sites on which will be erected 16 new buildings ranging again in cost from \$60,000 to \$112,000. Here one exception in cost should be noticed, that of the special school for boys, which will amount to \$300,000. The rest of the 29 new sites which are not to be improved immediately with permanent buildings, are located in sparsely settled districts, remote from other schools. These will be made available for school purposes as needs require by the use of a very fair type of temporary building.

The funds further provide for additions to eleven junior high schools, the largest addition to cost \$225,000; in fact, this amount includes not only an addition, but a partial replacement. Three new junior high schools have just been completed, and the funds in hand will provide eight more, the average cost of each of the buildings to be \$350,000. Again this figure is exclusive of ground and equipment.

The funds further provide for 18 additions to senior high schools of varying costs, the maximum amount being \$300,000 in the case of the Part-time High School, which is to be nearly doubled in size. Seven new high schools on new sites are under way or will soon be planned, at varying costs; these, with two exceptions, will be located in strictly suburban districts. Two of the buildings will cost \$600,000 each.

A Trade School

Los Angeles is to have also a Trade School. This school has already been named the Frank Wiggins Trade School in honor of the former Secretary of the Los Angeles Chamber of Commerce, a great citizen, whose memory lives in the hearts of all who worked with him, and will be perpetuated in the Frank Wiggins Trade School. A million dollars has been set aside for this structure.

To sum it all up, the housing of the school children in Los Angeles for the past five years has presented difficulties that have at times threatened to become insurmountable. An intelligent and fearless Board of Education and a public that believes in education and is willing, within the bounds of reason, to provide for the housing and instruction of the city's children, have made possible the satisfactory easement in the immediate future of the housing difficulties, thus opening the way for a long step ahead in the better training of the children of Los Angeles.

SUSAN M. DORSEY,
Superintendent of Schools.

CHICAGO

UNDER the direction of the Superintendent of Schools a complete survey has been made of the school building needs and plans have been developed for meeting these needs. These plans are briefly as follows:

(a) The distribution of all of the territory now within the city limits into standard units for the three main divisions of the school system, namely, elementary schools, junior high schools and senior high schools.

(b) Typical expansible plans have been or are being developed for schools to serve these standard districts. These floor plans are of such character that they lend themselves readily to repetition, therefore, to quick preparation of plans for new buildings when the need has been shown to exist in any of the standard districts.

(c) A permanent Bureau of Building Survey has been projected with the idea of keeping accurate and adequate data available showing when to buy sites and when to build initial units and extensions in each of these standard districts.

2. Following the lines suggested in the Building Survey Report, recommendations have been approved by the Board for the following number of units:

Twenty-three elementary schools averaging 1000 seating capacity.

Sixteen junior high schools averaging 2000 seating capacity.

Three senior high schools averaging 2000 seating capacity.

Sites have been recommended for nine new elementary schools, fifteen new junior high schools and three new senior high schools.

Direct taxation is depended upon to supply funds for building purposes in the city of Chicago, therefore, no bond issues have been or will be made. The program as projected will cover a two year period and will require the expenditure of thirty-five to forty millions of dollars. It is proposed to keep this much work before the Board of Education until such time as the present shortage of 70,000 seats has been eliminated when the program can easily be adjusted to take care of the annual growth which for the last five years has averaged 17,000 in all types of schools combined.

HOMER DAVIS,

Ass'tant in Administrative Research,
Chicago City Schools.

SALT LAKE CITY

IN regard to the building program of the Board of Education of Salt Lake City for this year I am very pleased to inform you that the Board has authorized the construction of additions to two of our existing school buildings described briefly in the following paragraphs:

The Addition to the Roosevelt Junior High School will have eight standard class rooms, an auditorium with seating capacity for one thousand people, a gymnasium room, and a small cafeteria. This building will cost approximately \$175,000.00. When the new building is completed the combined plant will accommodate one thousand Junior High School students. The design of the building is now in progress and it is expected that the construction will be completed by November or December of this year.

The Addition to the Forest Elementary School will have eight standard class rooms and an auditorium with seating capacity for three hundred people. When this building is used in connection with the existing buildings on the site there will be sufficient capacity for approximately one thousand elementary students. The design of this building is practically completed and bids will be received very shortly. It is hoped that this building will be completed in time to be occupied for school work in September. This structure will cost approximately \$60,000.

The two units referred to above represent the total amount of building construction which will be undertaken this year. We are expecting to obtain from taxation an annual appropriation of \$200,000.00 to \$250,000.00 to be spent in the construction of new buildings or additions. The plan in mind at present is to construct an addition to one Junior High School and to one elementary school each year as is being done this year. The normal increase in enrollment in our school system is approximately one thousand per year. It is expected that by following this program of constructing enough buildings to take care of the increased enrollment from year to year in a uniform manner, it will not be necessary to bond for some time in the future.

HUGH C. LEWIS,
Superintendent of Buildings,
Board of Education.

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CALIFORNIA HIGH SCHOOL PRINCIPALS' CONVENTION

Santa Barbara, April 6-10, 1925

VAUGHAN MacCAUGHEY

THE annual convention of California high school principals was larger and better this year than ever before. Over 600 school men and women, representing every type of community and locality, assembled for a week of inspiration and professional self-improvement. The keynote of the convention was "Perfecting." How can the secondary schools be further adapted and perfected for the titanic tasks that society has laid upon them?

The pioneer stage is over. The high school is an established institution. What are its tasks, and how may these be best performed? How may a worthy and useful product be assured? These were the great queries of the convention.

Opening Program

The sessions were held in the beautiful new Santa Barbara High School building, Commissioner A. C. Olney presiding. The first session, Monday afternoon, was opened with singing, led by Principal Forrest V. Routt of Alhambra High School. The invocation was pronounced by Rev. A. Grant Evans, of Santa Barbara. Next followed a delightful group of old Spanish-California folk-songs and dances, by pupils of the Lincoln School and Santa Barbara Junior High School. Misses Mary Overman and Olivera Pacheco conducted these quaint songs of olden days, and in her introductory remarks, Miss Overman called them "regained flowers from California's lost romance."

Hearty addresses of welcome were given by Honorable C. A. Andera, mayor of Santa Barbara, and by Paul E. Stewart, city superintendent of schools. Response, in behalf of the principals, was tendered by Mr. H. O. Welty, of Oakland. Dr. Wm. Conger Morgan, of the University of California, Southern Branch, delivered an interesting address upon "Science Humanized and Dehumanized." He forcefully presented the case for more and better science teaching in the schools. The afternoon program was concluded with a series of comical folk-tales of old Santa Barbara, by President J. B. Lillard, of the Sacramento Junior College, who was born and grew up in this region.

General Assemblies

Limitations of space permit only the bare enumeration of the many excellent addresses before the general assemblies.

Mrs. Elizabeth Hughes, Oroville, on art; Homer Martin, Santa Barbara, on high school courses; Honorable Will C. Wood, on progress in education; President James A. Blaisdell, Pomona College, on education and research; Dr. Virgil E. Dickson, Oakland, on character development; Dr. William M. Proctor, of Stanford, on high school achievement; Wm. F. Ewing of Pasadena, on the junior college; President E. P. Clarke, of the State Board of Education, on the teachers' retirement salary act; Dr. Paul F. Cadman, University of California, on the future of science; Hon. George C. Pardee, Oakland, on forest-fires; Hon. Chester H. Rowell, on representative government; and Professor Paul Henry Hanus, of Harvard—were among the notable and inspiring speakers who addressed the sessions.

Presiding Officers

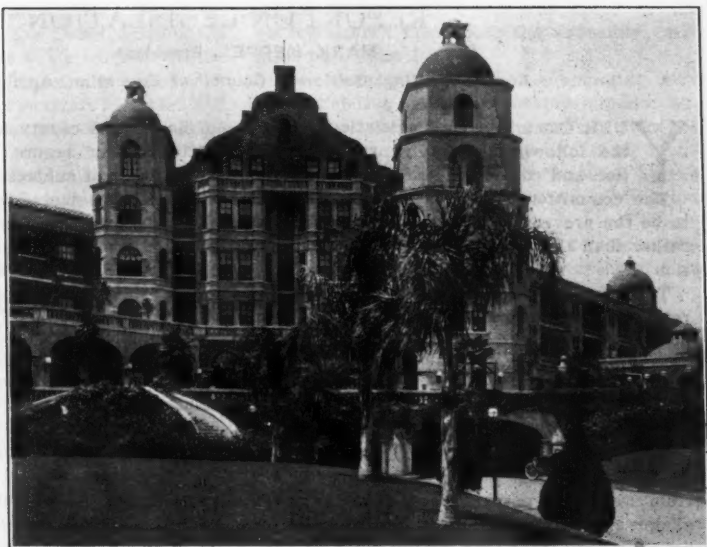
The presiding officers at the several sessions included: Hon. A. C. Olney, State Commissioner of Secondary Schools; A. C. Argo, Redwood City; C. H. Covell, Claremont; Clyde P. Finger, Oakland; Albert S. Colton, Oakland; Glen O. Perkins, San Diego; W. H. Weslar, Crockett; A. A. Bowhay, Jr., Santa Maria; Walter B. Crane, Los Angeles; Miss Ethel Richardson, assistant State Superintendent of Schools; Miss Edith M. Bates, Los Angeles; F. H. Boren, Oakland; James Davis, Hollister; B. S. Millikan, Covina; Carl N. Vance, Brawley; George M. Green, Inglewood.

Section Meetings

Section meetings were held on Tuesday and Thursday afternoons by groups, as follows: junior high schools; city senior high schools; rural senior high schools; junior colleges; vocational and part-time; evening high school; English; social science; science and mathematics; foreign languages; special subjects. A general criticism of the section programs was that they were so crowded that there was no time for general discussion from the floor. Most of the principals wanted less program and more discussion.

Special Tribute

Special tributes should be paid to the fine and indefatigable labors and interests of Paul E. Stewart, city superintendent of schools, Santa Barbara; and to Homer Martin, principal, Santa Barbara High School. These leaders and their associates made complete and satisfying preparations for the convention, and handled a mass of detail to the satisfaction of everyone.



CONVENTION HEADQUARTERS—HOTEL ARLINGTON

Reports

Valuable reports were presented by: the committee on the elimination of illiteracy, Louis E. Plummer, Fullerton, chairman; Western Association of placement secretaries, Mrs. Elizabeth Snell, Stanford, secretary; the committee on reorganization, California High School Teachers' Association, Horace M. Rebok, president; committee on selection of grammar terms, George C. Jensen, Eureka, chairman.

Special Features

Among the many delightful special features were dinners for the women of the convention; Stanford University; University of California; University of Southern California; Phi Beta Kappa; and Phi Delta Kappa. Luncheons included: service clubs; and deans of high schools and junior colleges. A tea for the ladies was given by the American Association of University Women. The Santa Barbara High School Glee Clubs gave a special guest performance of a colorful and romantic musical comedy, "The Gypsy Rover." An important meeting was held of the Affiliation Committee. Two complimentary dances were given by the management of the Arlington Hotel. A most enjoyable motor drive in and around Santa Barbara was provided by the courtesy of local citizens.

Music

Musical numbers of much charm and merit

were liberally interspersed throughout the speaking program. Selections were given by: the Happy Isles Quartet (George A. Bond, Roy Learned, Forrest V. Routt, Maurice Rowell); Santa Barbara State Teachers College Quartet and Glee Club; Santa Barbara High School Boys and Girls Glee Clubs; Mrs. E. W. Hauck, Reedley; Phyllis Jane Brown, Santa Barbara; Mr. and Mrs. A. J. Barnes, Elsinore.

Santa Barbara was decked in spring greenery and profusion of blossom. The weather was perfect—sunny, balmy days, and cool refreshing nights. The setting was perfect for a great convention. Everyone felt the joy of California's superb spring weather, and the zest that comes with a harmonious and stimulating environment. The Hotel Arlington afforded a comfortable and perfectly appointed headquarters for the convention. Its commodious lobbies and reception rooms, sunny verandas, and beautiful dining room, were much appreciated by the delegates. Although the hotel was filled to capacity, all details were skillfully handled by the efficient management and every one was well cared for.

Resolutions

RESOLUTIONS were adopted covering the following items: (1) Hearty thanks to Santa Barbara citizens and school people for hospitality; (2) thanking all who contributed to the program; (3) expressing appreciation of

(Continued on Page 335)

REPORT ON LEGISLATION

MARK KEPPEL, President

Annual Meeting, California Council of Education, April 11, 1925

YOUR Committee on Legislation submits the following report for your information and consideration.

The committee has found its chief function to be the prevention of undesirable legislation rather than the promotion of desirable legislation.

There have been vigorous assaults upon the retirement salary law, the tenure law, the rural supervision law, the independence and leadership of the state superintendency; and the budget law.

Retirement Salary Law

Governor Richardson lead the attack upon the retirement salary institution with a report from a so-called actuarial expert whose report alleges that the retirement salary institution is bankrupt, and more than \$32,000,000 in the red, and that it must be changed completely.

After consultation with the educational forces it was agreed that our policy would be to secure legislation for an unbiased and expert investigation during the next two years, and to prevent any other legislation affecting the institution at this session of the legislature. That policy is winning. Two years hence, action based on information and understanding will be probable.

Tenure

The assault upon tenure has come from a series of court actions and wherever decisions have been made by the courts the field of the law has been reduced. The last decision was in a superior court case in Napa county. The court declared the law unconstitutional because it did not apply to all teachers employed in the public schools. The Council of Education is backing Mrs. Grigsby, the plaintiff in the Napa case, and the case is now on appeal to the appellate court. Probably that court will sustain the decision in the Napa court. Should this happen, tenure would immediately cease in California, instead of prevailing as it does now in its limited way in every county except Napa.

Your committee decided that it must either permit tenure to be killed or it must amend the law so that it would be constitutional. At the request of the school people, and because he believes in tenure, Assemblyman Ekswold

of San Mateo county introduced our bill, A. B. 1120, making tenure apply to all teachers, supervisors of subjects and principals.

The bill has passed the assembly 60 to 14 and is in the senate. Your committee expects it to pass the Senate and is hopeful that Governor Richardson will sign it.

Rural Supervision

Assemblyman R. J. Anderson lead the fight on rural supervision with two bills. The first proposed to amend Sec. 1543 by limiting the salaries of rural supervisors. This bill, A. B. 671, is dead in committee. The other bill, A. B. 780, is still in committee. It gives Boards of Supervisors control over the appointment and salaries of rural supervisors. The bill is well meant by its author, but its effects would be to harm rural schools. It will be defeated probably in the assembly. Vigilant and vigorous opposition is needful however.

Deuel's Bill and Amendment

THE assault on the state superintendency found expression through the Deuel bill and the Deuel amendment. Deuel's bill provided for the appointment of a state director of education at a salary of \$7500.00 a year and proposed to make him secretary of the State Board of Education, director of the Teacher Training Colleges and executive officer of the State Board. The bill would have degraded and humiliated the State Superintendent of Public Instruction and would have given the state school system two heads and all the evils that go with divided control. After a stormy public hearing and further consideration, the Assembly committee on education finally tabled the bill and its author gave out the pleasing statement that he would not press his bill further.

The Deuel constitutional amendment was introduced on March 11, fifteen days after the beginning of the second session. It was a surprise attack. We were not expecting such a move. There had been no general consideration of such a matter. A study of the amendment convinced us that it was in reality an attack upon Superintendent Wood, the best superintendent the state of California has known. Ways and means of combatting the amendment had to be devised and provided

in haste. Two actions were taken. Direct opposition was made to the Deuel amendment and a better amendment was introduced in the Senate by those outstanding and progressive friends of education, Senators Harris and Jones. After some time had elapsed and as the result of two days of conference in San Francisco and Sacramento, changes in the Jones-Harris amendment were suggested to those senators and the amendment was changed accordingly. The revised amendment is now in the Senate committee on constitutional amendments, where like the Acadian peasants in the story of Evangeline, "it waits with doubtful heart the dubious fate of the morrow".

The Deuel amendment was accorded a public hearing by the Assembly committee on constitutional amendments on April 7th and 8th and at fifteen minutes to one o'clock in the morning, it was laid on the table by a vote of six to one. This action killed the Deuel amendment and leaves any further action to be taken by the friends of education through the Jones-Harris amendment.

Budget

The assault upon the budget found expression in Campbell's A. B. 493, which proposed to amend the budget law by giving Boards of Supervisors power to revise the budget of each

school district. This bill was killed by its author after a hearing in the Assembly committee on education.

Your committee, acting in conjunction with the legislative committee of the superintendents, and with the State Superintendent of Public Instruction, prepared and had introduced all measures heretofore adopted by the Council of Education and by the convention of superintendents.

Those bills are about ready for final passage either in the assembly or in the senate.

Constitutional Amendments

A constitutional amendment to authorize the classification of school districts is reasonably certain of submission to the people.

A constitutional amendment to authorize temporary loans of surplus district funds for the purpose of avoiding the registration of school warrants has been adopted by the Senate and will probably be adopted by the Assembly.

MARK KEPPEL CHAIRMAN.

E. MORRIS COX (DECEASED).

GEORGE C. BUSH

A. J. CLOUD

ARTHUR H. CHAMBERLAIN

THE CASE FOR TEACHER TENURE

FRED M. HUNTER

A Special Report to the Council of Education, April 11, 1925

THE teacher tenure measure now before the Legislature of the State of California was occasioned by a court decision in Napa county holding that the tenure law is invalid because it does not apply to districts or schools employing less than eight teachers. A bill was introduced in the Legislature re-enacting the present law with the amendment that the same should apply to all districts and public schools in the State of California. On March 26 the bill passed the Assembly by a vote of 59 to 14. It has now been sent out of the Senate Committee on Education with the recommendation that it be passed. The number of the bill is A. B. 1120.

The campaign for this measure by the California State Teachers' Association requires a full understanding of the reasons for tenure on the part of the teachers of the state. A great many people, including teachers, make

up their minds concerning the merit and validity of a measure by rather local personal experiences and happenings with a comparatively small scope of importance. The only fair basis for the consideration of the policy of indefinite or permanent teacher tenure is a review of all the evidence that can be gathered showing the effect of teacher tenure upon the teaching profession and hence upon the schools and upon the children. During the last few months considerable evidence has been gathered as to the present practices in tenure and as to the results of such practices. From the data assembled by the Committee of One Hundred of the National Education Association, who made their investigation of teacher tenure throughout the United States by collecting evidence from teachers' associations both state and local throughout the United States, from a large body of interested laymen, from state and

local school officials, and from many careful local studies made of this subject, it may be safely stated that indefinite teacher tenure is primarily in the interest of the schools and the children. This is sustained by evidence showing that indefinite tenure works in the interest of a more permanent and abler teaching body and that more competent young people are thereby attracted to the profession. The principal reasons for a conclusion of this kind may be summarized as follows:

1. Indefinite or permanent tenure tends to decrease teacher turn-over and stabilize the profession.

2. It protects the great body of good teachers from political attack and from dismissal for petty personal and political reasons. It is in accordance with the American principle of civil service and against a political spoils system in the schools.

3. A sound tenure law provides for the easy dismissal of incompetent or insubordinate teachers where just cause can be shown.

4. It encourages professional growth and a higher professional standard for all teachers.

5. It tends to attract to the profession able and competent young persons because of increased stability of the profession and better opportunities for a career in teaching.

The evidence supporting these conclusions has been assembled by the Committee of One hundred of the National Education Association in its report presented to the Washington meeting of that organization July, 1924, and printed in a Research Bulletin of the National Education Association, Vol. II, No. 5, November, 1924. A summary of the evidence assembled by this committee upon the conclusions drawn above is as follows:

Teacher Turn-Over

The facts brought out by the survey of teacher tenure require thoughtful consideration by every teacher and all loyal supporters of America's public school system. The instability of teaching as a profession is only too glaringly shown. Based upon replies direct from all state superintendents of public instruction save one, several state-wide surveys by teachers' associations and school officials, and surveys made by the National Bureau of Education, the facts are brought out that

teacher turn-over in the several stages ranges from 4 per cent to 47 per cent with an average of 16 per cent for the nation as a whole, that rural turn-over within the states themselves runs as high as 68 per cent, that the average tenure of superintendents of schools is three years throughout the nation, that the policy of hiring and firing at will prevails in most states and is the nation-wide policy, and that unless special legislation is enacted courts everywhere hold to the one-year contract theory of teacher tenure. In general, the returns from the sources just mentioned show that turn-over is less and the profession more stable in states where tenure laws have been enacted.

Political Dismissals

MANY flagrant cases of political dismissal showing attempts to use the school system for purposes of political spoils were brought to light. The following are the essential facts in some of the most important and significant of these:

*The Portland Series of Dismissals

"The public schools suffered from politics and gross favoritism. Injustice was inflicted on many teachers who were dismissed without warning and without even knowing the cause of their dismissal. No teacher felt secure of her position solely because of her efficiency. If her principal or some influential patron who had a grievance complained against her, she had no opportunity to defend herself or to disprove the assertion of one whose complaint might be founded on a trivial matter.

"The whole teaching corps suffered from the demoralization that such state of uncertainty would inevitably cause. The annual election occurred so late in the school year that teachers who were not re-elected had scant opportunity to secure positions for the next year in other schools. This state of affairs resulted in a subservience in many instances, and efficiency suffered accordingly."

Chicago

Sixty-eight teachers dismissed without notice, hearing or charges—June, 1916—all teachers with ratings of "Satisfactory" and recommended for re-election by the Superintendent of Schools. (Report by Illinois sub-committee of Tenure Committee of 100.)

*Reported by Oregon sub-committee on Tenure.—Addie Clark, chairman.

†Denver

(76 teachers discharged; 49 of them with ratings of "A" and "B" on four-point scale.)

"On June 26, 1915, the Committee on Teachers brought in a report. The schools had been dismissed June 11. At a special meeting of the Board June 29, 1915, the President made the following statement:

'As a result of the recent report of your Committee on Teachers and Textbooks, which was adopted by this Board June 26, 1915, eighteen high school teachers and thirty-five elementary teachers, making a total of fifty-one teachers out of a corps of more than a thousand, were not given a contract to teach for the next school year.'

"In addition there were retired five principals, nineteen elementary teachers, six high school teachers, and there were dropped six principals; there were given contracts on probation to thirty-eight elementary teachers. The quality of forty-nine of these people is indicated about in quotation from Dr. Bobbitt's survey, i. e., 49 of 76 had ratings of "A" and "B". This occurred on June 26th, school having been dismissed June 11th, after they had scattered from the Atlantic to the Pacific.

"The first notice of the action of the Board reached them only through alphabetic lists in the newspapers, in which their names would be missing unless re-elected.

"The agony and distress of those humiliated by being placed without warning upon a probation list and the terror of those whose names failed to appear on the published list caused mental and physical suffering that is beyond comprehension. You can imagine the civic uprising that followed."

**San Diego

(21 teachers discharged—all with record of "satisfactory".)

"A 'whispering campaign' was carried on against the superintendent with statements that he was a 'Czar', that the schools were too expensive, etc., all of which were without foundation in fact. The economy cry and the statement that the existing Board was executing much important business in 'star chamber' sessions aroused the ignorant, and the intelligent people of the city were absolutely unaware that this feeling of dissatisfaction had achieved such a momentum. In

consequence, the better people 'let George do it' when it came to voting, and a majority of the Board was elected who were specifically pledged to oust the superintendent at the end of the following year when his term expired.

"The first step was to disregard the superintendent's recommendations in the employment of teachers and vacancies were filled with teachers who were without necessary qualifications, merely because they would support the new Board. Janitors, carpenters—henchmen of any and every sort—were placed in jobs as fast as they could be created or as vacancies occurred. The purchasing of school supplies, insurance, etc., was immediately parcelled out to friends of the majority members of the Board. Disgruntled janitors recommended the retaining or discharge of teachers in some of the buildings, and the superintendent, within a few months, became only a figurehead. The committees in the Board took over, in a very large degree, the executive work of the superintendent, and at the end of the first year, when the superintendent's twelfth year of service terminated, every principal and teacher who had stood squarely and publicly by him was slated for dismissal on the charge that they had been 'friends of the superintendent' and therefore should be discharged in order to rid the school system of his influence. The principal of the high school and twenty high school teachers, the very cream of the high school faculty, were discharged in one motion."

In addition to these outstanding cases, it may be safely said that in every state there are numerous cases of dismissal of teachers for petty personal reasons either on the part of administrative authorities or boards of trustees in small town and country school districts. Where the right to "hire and fire" in an unlimited way exists, there can be no guarantee that merit will be the basis for either hiring or the retention of teachers. Every administrator knows the personal and political pressure that is continually brought to bear for the placing of friends of persons who have large prestige, personal influence and political power. Every administrator also knows the ease with which a personal grudge can result in the dismissal of a teacher, not because of professional failure, but because of the dislike of some one with political power or in high authority. The cases cited above are indicative of a general trend of policy which is not only possible, but

†Reported by Dr. W. R. Smiley, care Board of Education, Denver, Colorado.

**Reported by H. O. Welty, Principal Technical High School, Oakland, California.

which actually does exist where there is no tenure regulation. A tenure law may occasionally protect a teacher or even a group of teachers who are incompetent and who ought to be dismissed and keep them in office longer than they ought to be kept, but where one such case exists in the protection of an incompetent teacher, there are dozens of cases where teachers are discharged for other reasons than failure to teach well and where political appointees are placed in a school system, not because they are good teachers, but because they have friends with influence. The most dangerous threat to the American public schools today is the threat of powerful political groups to attack and control them, not in the interest of the children, but in the interest of political machines that operate for spoils purposes. Every American parent would prefer to have his child in a school system in which occasionally an incompetent teacher or superannuated teacher might be kept in the schools through tenure, rather than to submit the child to a school system where political appointment and dismissal for spoils purposes and in the interest of a political machine are the rule.

State Tenure Laws Work Well

ELEVEN states have either state-wide or partial tenure at the present time, and campaigns are in progress in eleven additional states for either the amendment or the enactment of tenure laws. The tabulation of the states having tenure laws is as follows. In addition numerous cities in the several states have local tenure regulations which protect the teaching bodies of some of the larger cities.

States Having Tenure Laws

- California—applicable to districts with eight or more teachers. Enacted 1921.
- Colorado—applicable to districts with 20,000 or more inhabitants—Denver, Pueblo, and Colorado Springs. Enacted 1921.
- Illinois—applicable to any district with 100,000 or more inhabitants—Chicago only. Enacted 1919.
- Louisiana—applicable to New Orleans only.
- Maryland—applicable to all districts except Baltimore. Enacted 1921.
- Massachusetts—applicable to entire state except Boston. Enacted 1914.
- Montana—application unqualified. Enacted 1919.
- New Jersey—application unqualified. Enacted 1910.

New York—application unqualified. Enacted 1917.

Oregon—applicable to districts with 20,000 or more inhabitants—Portland only. Enacted 1913.

Wisconsin—cities of first class—Milwaukee. Enacted 1921.

The State of New Jersey has had a tenure law since 1910. The operation of this excellent tenure law over a period of fifteen years is the best testimony that tenure is a stimulation to professional growth. Next to California, New Jersey has the ranking school system of all the states of the nation as adjudged by the most competent critics and the highest recognized standards. The teaching profession has gone forward under able leadership to develop for itself a system of professional advancement. The teacher turn-over of New Jersey is comparatively low. High standards of qualifications are maintained. A progressive teacher organization has continually fought for high professional standards and for the maintenance of the tenure law. In Massachusetts and Maryland similar results are to be observed. In all these states it is to be noted that professional progress is marked, that the good teachers are protected and that incompetents can be and are decreased. In New Jersey out of thirty-three cases of dismissal of teachers appealed to the Commissioner of Education and the Supreme Court of the state during the operation of the tenure law, sixteen had been in favor of the board of education which sought to dismiss the teacher, fifteen had been in favor of the teacher, while two were undecided at the time the data were gathered. This is pointed evidence as to the proper operation of a sound tenure law in eliminating the unfit.

California

As we are all well aware, the California school system ranks first among the school systems of the several states of the union. For four years California has had what may be regarded as a fairly satisfactory tenure law. Previous to that considerable protection was afforded by the same type of law that is now called a tenure law in the State of Montana. The school system of California has been benefited without question by the operation of this law. Virtually one-half of the teaching profession of the state; namely, the teaching profession in the larger cities has been protected by the law and has been stabilized thereby. The rating of the California school system has

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not been lessened but increased during the operation of the more recent and stricter measure. In the meanwhile, professional standards have grown with great rapidity. In the opinion of the committee of the National Education Association, the evidence is unmistakable that state teaching bodies where protected by a sound yet vigorous law tend to develop higher standards of professional advancement than the unstable teaching bodies which are subject to political attack and where dismissals for personal and political reasons are the prevalent practice.

Tenure Provisions in Foreign Countries

T EACHERS in the educational systems in European countries where a high degree of school development has taken place are much more completely protected by tenure than are the teachers of the United States. A few months ago the Research Division of the National Education Association published a table showing the rank of the various European countries and the United States in percentage of illiteracy of the total population. The table¹ is as follows:

Country	Pct. of Illiteracy
Germany2
Denmark2
Switzerland5
Netherlands6

Norway	1.0
Sweden	1.0
Scotland	1.6
England and Wales.....	1.8
France	4.9
United States.....	6.0

At the suggestion of the Committee of One Hundred on the Problem of Tenure the following questions were presented by the Research Division of the National Education Association to the embassies of each of these countries at Washington:

1. Who appoints teachers in the schools of your country that are supported wholly or principally through public taxation?

2. Are such teachers reappointed at regular intervals, such as once every year, or are they appointed to a position for an indefinite period so long as they give satisfactory service?

3. For what causes may a teacher be removed from his position?

4. What difference is there in the regulation affecting the appointment and tenure of teachers and those affecting the appointment and tenure of supervisory or executive officials in the schools of your country?

The replies received from the various countries are tabulated below:

¹From Research Bulletin of the National Education Association, Vol. 1, No. 4, September, 1922.

Summary of Practices in Foreign Countries

	Tenure	Dismissal	Are Executives and Supervisory Officers Included?
Germany.....	Life	For cause Age retirement	Yes
Denmark.....	Indefinite, during satisfactory service, except in winter country schools	For cause Age retirement	No data
Switzerland.....	Differs in the several cantons	For cause (Seldom occurs)	No data
Netherlands.....	Indefinite	For cause	Apparently included
Finland.....	Unlimited after two years probation	For cause Inefficiency after warning—crime or immorality without warning.	Yes
Norway.....	Indefinite during satisfactory service	For cause Age retirement	Yes
Sweden.....	Indefinite after probation	For cause after warning with right of appeal	No data
Great Britain...	Indefinite	For cause Age retirement	Yes
France.....	Indefinite during satisfactory service	For cause—cases rare	Yes

From these data it is evident that indefinite teacher tenure with service during efficiency and good behavior is practically universal in the best school systems of Europe. No such policy as the "hire-and-fire" practice, common in many of our states, exists. Neither is there such a thing as a "yearly contract" plan of election for teachers. The profession in these respective countries, in which illiteracy is very nearly abolished, seems to be upon a very stable basis. It is to be noted that age retirement with pension seems almost universal; also that no distinction is made between executives, and supervisors, and teachers in tenure and dismissal provisions.

Summary of Argument

THE argument for teacher tenure, then, is not merely the plea of teachers who feel they have been wronged, nor of groups of incompetents who are seeking to protect themselves in positions for which they are not fitted, nor yet of the militant body of a class conscious trade or professional group of workers. It is

rather a necessity based upon the need of the American school system for a teaching profession which will call to its ranks the outstanding genius and leadership of American youth.

It is the insistent demand of the most expert students of teaching conditions in the United States for the protection of the schools from the gravest attack which threatens a public institution spending large amounts of money and affording the most fertile field for political exploitation.

It is the plea of the American ideal of a public school system which will adequately meet the requirements of young America for a full and complete preparation for useful and happy living in a democratic society, preparation for which should come through the leadership of the best type of manhood and womanhood which America can produce as the teachers and guides of its youth.

It is the children and the schools of America that ask for a stable and professional teaching body for our American school system.

THE NATIONAL EDUCATION ASSOCIATION CONVENTION

Indianapolis, June 28-July 4, 1925,
William P. Dunlevy, Director

Schedule

SPECIAL Pullman leaving Los Angeles 7:45 p. m., Tuesday, June 23rd. Special Pullman leaving Oakland 10:00 a. m., Wednesday, June 24th, via Western Pacific "Scenic Limited" passing through the Feather River Canyon afternoon of June 24th, arriving Salt Lake City 4:30 p. m., June 25th, thence via Denver & Rio Grande Western "Scenic Limited" passing through Rocky Mountains of Colorado during the day of June 26th, arriving Royal Gorge 2:00 p. m., arriving Pueblo 4:20 p. m., thence Santa Fe to Chicago, arriving there 8:10 a. m., Sunday June 28th. Leave Chicago 9:20 a. m., same date Monon Route, arrive Indianapolis 2:20 p. m., Sunday, June 28th.

Railroad Fare

Round Trip, including "Feather River Canyon" and "Royal Gorge" \$99.24. Buy tickets from local agent reading Southern Pacific to Oakland; Western Pacific to Salt Lake City; Denver & Rio Grande Western to Pueblo; Santa Fe to Chicago and Chicago, Indianapolis & Louisville to Indianapolis, GOING, and specify return route desired.

Through Pullman Fares

Lower \$25.50; Upper \$20.40; Compartment \$72.00; Drawing Room \$90.00. Note: These cars carry you through to Indianapolis without change.

DUTIES AND FUNCTIONS OF STATE ADMINISTRATIVE AUTHORITIES

WM. JOHN COOPER

Presented at Annual Meeting, California Council of Education

Preliminary Report

THIS committee was appointed after the Council meeting in December, 1923. The committee consisted of E. Morris Cox, Chairman; Ida C. Iversen, Bruce Painter, May C. Wade, Wm. John Cooper.

Chairman Cox made a preliminary report April, 1924, in which he outlined the present duties and functions of the California State Board of Education as prescribed by constitutional and legislative enactment, indicating some 23 functions now defined. He also outlined the duties and functions of the State Superintendent of Public Instruction, under some 14 headings. These outlines were distributed to the members of the Council and printed in the Sierra Educational News.

Mr. Cox proposed to the committee three lines of study, as follows:

Superintendent

(a) A list of questions for study relative to the proper duties and functions of the Superintendent of Public Instruction; the problem of the committee being to ascertain what authority or control, if any, the Superintendent of Public Instruction should have over:

1. Distribution of state school funds.
2. Certification of teachers.
3. Courses of study.
4. Teacher training institutions.
5. Rules and regulations governing the conduct of schools.
6. Adoption of textbooks.
7. Gradings and promotions.
8. The State Board of Education and its decisions.
9. Employees of the State Board of Education.
10. County and city superintendents.
11. Other items yet to be listed.

State Board

(b) A list of questions for study relative to the proper duties and functions of the State Board of Education. It was suggested that the committee ascertain by study what authority or control, if any, the State Board of Education should have over:

1. Superintendents of Public Instruction.
2. Commissioners and other experts employed by the board.
3. Adoption of textbooks.
4. Making or approving of courses of study.

5. Certification of teachers.
6. Teacher training institutions and other state schools.
7. Rules and regulations governing the operation and control of schools.
8. Investigations and reports.
9. Other items yet to be listed.

Experts

(c) A study of the State Board of Education, its composition and relation to expert school authorities. In this connection Mr. Cox raised the following questions:

1. Number of members and length of terms.
2. Professional or lay board.
3. Relationship between State Board of Education and its employed experts—should the lay prescribe the duties of these experts?
4. Should the law prescribe a lay board and define that it must be governed by the recommendations of educational experts?
5. Shall a lay board have authority to render decisions on highly technical and professional matters, such as certification of teachers, adoption of textbooks, etc.?

On April 2nd, 1925, the undersigned received notice of appointment as chairman. Your reorganized committee would like to submit the following propositions for discussion:

Nature of Study

(a) In view of the present situation in California and the proposed schemes for reorganization of the state educational administrative machinery, any study made must be most thorough and be clearly unprejudiced.

Sources of Information

(b) To secure needed facts the following sources of information must be used:

Legislature

1. Persons who have some special aspect of the state's work in mind and who seek to direct that aspect of it into some particular channel should be induced to frankly give their opinion, on the understanding if need be that such report is entirely confidential with the committee, or possibly with the chairman of the committee. Among these persons will probably be legislators who have introduced proposals bearing upon particular aspects of the situation.

State Officials

2. Opinions from those who will be more or less directly affected by changes in organization. These opinions, your committee believes must be obtained under the seal of confidence, and the documents themselves destroyed as soon as the information is tabulated. Among these will be such reports as we can obtain from:
 - (a) The State Superintendent of Public Instruction.
 - (b) Members of the State Board of Education.
 - (c) Presidents of state teacher training institutions.
 - (d) Commissioners and other executives in the State Department.

Expert Opinion

3. Expert opinion from:
 - (a) Deans of schools of education of the universities of the state.
 - (b) Professors and students of school administration in universities and colleges of California.
 - (c) A canvass of graduate schools of education for these submitted for the Master's or Doctor's degree bearing upon this subject.
 - (d) Opinions of outstanding experts in educational administration who are not concerned with California in any way other than that she maintain high educational rank. These will be found in such universities as Columbia, Chicago, etc., and from such outstanding state executives as those of New York, Massachusetts, etc.

Lay Opinion

4. Unprejudiced lay opinion:
 - (a) Authorities in business organizations who are not familiar with educational procedure, but understand the principles of organization involved in policy determination and in effective administration. Among these will be members of boards of directors of corporations, and managing directors or other executives of such corporations.
 - (b) Lay members of large city boards of education who are familiar with certain aspects of policy determination involving educational matters.
 - (c) Persons thoroughly interested in educational progress but not with corporation acquainted procedure nor with school procedure. These will be found as officers in parent-teacher organizations, school welfare leagues, etc.
 - (d) A consultation on the status and constitutions of a number of states of the Union.
- (e) Procedure:
 - (1) A series of questionnaires will need to be prepared for obtaining the opinions above indicated.
 - (2) Tabulation and analysis of the answers.
 - (3) A technique for evaluating the answers.
 - (4) Get a digest of the essentials of constitutional provisions, legislative amendments, court decisions, and textbook principles.
 - (5) Co-operation of Schools of Education.
 - (6) Provision for meetings of the committee as need arises.

WM. JOHN COOPER, Chairman.

HAIL THE FLAG

THE FLAG of our United States
 Our Flag and banner too
 It is the flag of Washington
 The red, the white, the blue,
 The stars shine out upon its folds
 As stars shine in the sky.
 Hail! Hail! Oh, Hail! America!
 Our flag that's passing by.
 Hail! Hail! Oh, hail the Nation's flag!
 The flag that's passing by,
 It is the flag that we will keep
 Until the day we die.
 It is the flag of happiness,

The flag we love so well,
 For Friendship, Faith and Truthfulness
 Within its colors dwell.
 With sacred hearts now pledge our flag,
 The flag that keeps us free,
 It is the flag we all respect,
 It gave us liberty.
 The flag of our United States
 From plain to mountain crag,
 Stand up, salute, forever hail,
 Hail! hail, hail, hail our Flag.

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CALIFORNIA COUNCIL OF EDUCATION

STATEMENT OF FINANCIAL CONDITION AS OF DECEMBER 31, 1924

Assets

Cash:		
Liberty Bonds and Coupons.....		\$34,402.54
Accounts Receivable:		325.50
Advertisers—Sierra Educational News.....	\$ 4,310.42	
Registrants—Placement Bureau	1,852.34	
	6,162.76	
Deduct—Reserve for Doubtful Accounts.....	1,692.17	4,470.59
Furniture and Equipment.....	13,975.78	
Deduct—Reserve for Depreciation.....	5,018.86	8,956.92
Prepaid Expenses		104.24
Post Office Deposit.....		75.00
		<u>\$48,334.79</u>

Liabilities and Surplus

Accounts Payable		\$ 8,621.11
Advertising Paid in Advance.....		1,637.94
Memberships Paid in Advance.....		14,486.00
High School Association.....		808.34
Surplus		
Legislative and Emergency Fund Reserve.....	1,709.91	
General	21,071.49	22,781.40
		<u>\$48,334.79</u>

STATEMENT OF INCOME AND EXPENSES FOR THE YEAR ENDED DECEMBER 31, 1924

	Total	California Council of Education	Sierra Educational News	Place- ment Bureau
INCOME				
Memberships	\$46,433.50	\$23,216.75	\$23,216.75	
Advertising	23,093.70		23,093.70	
Subscriptions	399.33		399.33	
Placement Fees and Com- missions	8,910.01			\$ 8,910.01
Interest Earned.....	902.60	878.03		24.57
Other Income.....	718.08		5.15	712.93
TOTAL.....	\$80,467.82	\$24,094.78	\$46,715.53	\$ 9,647.51
EXPENSES				
Mailing and Postage.....	2,438.69	176.56	1,688.23	573.85
Stationery	1,203.95	479.65	383.30	341.00
Miscellaneous Printing.....	2,171.44	815.35	864.83	491.25
Telegraph	254.39	67.80	49.03	137.56
Telephone	834.84	195.67	203.86	435.31
General Office.....	3,676.84	1,464.34	1,649.66	562.84
Rent	5,021.25	1,263.00	1,263.00	2,495.25
Printing Magazine.....	20,116.20		20,116.20	
Wrapping and Addressing.....	615.44		615.44	
Traveling Expense.....	1,549.88	1,037.40	196.98	315.50
Salaries	33,267.45	14,522.00	11,117.84	7,627.61
Legal Expense.....	850.00	850.00		
Council Meetings and Committees	4,084.17	4,084.17		
Doubtful Accounts.....	1,494.16		1,000.00	494.16
Depreciation	1,850.00	812.50	812.50	225.00
N. E. A. Traveling Expense.....	1,227.07	1,227.07		
TOTAL.....	\$80,655.77	\$26,995.51	\$39,960.92	\$12,699.24
NET REVENUE.....	-\$ 197.95	-\$ 2,900.73	\$ 6,754.61	-\$ 4,051.83

CALIFORNIA COUNCIL OF EDUCATION

ANALYSIS OF MEMBERSHIPS

For the Year Ended December 31, 1924.

Bay Section		
61 memberships paid in 1923 for 1924.....	\$ 122.00	
5,854 memberships paid in 1924 for 1924	11,708.00	
5,915 memberships net for 1924		\$11,830.00
Central Section		
2,037 memberships paid in 1924 for 1924		4,174.00
Central Coast Section		
666 memberships paid in 1924	1,332.00	
638 memberships paid in 1924 for 1925	1,276.00	
28 memberships paid in 1924 for 1924	56.00	
683 memberships paid in 1923 for 1924	1,366.00	
711 memberships net for 1924		1,422.00
Northern Section		
1,893 memberships paid in 1924 for 1924		3,786.00
North Coast Section		
450 memberships paid in 1924	900.00	
379 memberships paid in 1924 for 1925	758.00	
71 memberships paid in 1924 for 1924	142.00	
380 memberships paid in 1923 for 1924	760.00	
451 memberships net for 1924		902.00
Southern Section		
11,293 memberships paid in 1924 for 1924		22,586.00
22,350 memberships allocated to Sections	\$44,700.00	
582 memberships through Placement Bureau unallocated.....	1,746.00	
22,932 total memberships for 1924		\$46,446.00
Adjustments		
Membership remittances lost in mail	12.00	
Miscellaneous50	12.50
Net revenue from memberships for 1924.....		<u>\$46,433.50</u>
Summary		
28,469 memberships paid during 1924	\$56,938.00	
7,243 memberships paid in 1924 for 1925	14,486.00	
21,226 memberships paid in 1924 for 1924	42,452.00	
1,124 memberships paid in 1923 for 1924	2,248.00	
22,350 memberships allocated to Sections	\$44,700.00	
582 memberships through Placement Bureau unallocated.....	1,746.00	
22,932 total memberships for 1924	\$46,446.00	
Adjustments as above	12.50	
Total memberships revenue for 1924		<u>\$46,433.50</u>
Credited to Sierra Educational News—one-half.....	23,216.75	
Credited to California Council of Education—one-half.....	23,216.75	
TOTAL		<u>\$46,433.50</u>

AUDITOR'S REPORT

San Francisco, California,
March 27, 1925.

TO the California Council of Education:
The books of account of the California Council of Education have been examined and the foregoing statements of income and expenses for the year ended December 31, 1924, and the financial condition as of the close of the year have been prepared therefrom.

The cash receipts deposited in the various

bank accounts are in agreement with the records and the balances as of December 31, 1924, have been verified by confirmation. The disbursements have been accounted for.

The accompanying statements of income and expense and financial condition are in agreement with the books and in my opinion reflect the result of the operations during and the financial condition at the close of the period under review.

C. C. STAEHLING.

THE USE OF MENTAL AND EDUCATIONAL TESTS

Miss BERTHA OLIVER, Department of History, Los Angeles High School

THE Committee on Mental and Educational Tests, Southern Council of Education, C. T. A., sent out the following questionnaire to 35 of California cities.

1. Do you use the Terman or other group tests in classification of pupils? In what grades? To what extent?

2. Do you take into account also, the educational achievement of the pupils? The personal opinion of the teachers?

3. In what subjects have you used educational tests such as Woody-McCall arithmetic tests? What use have you made of the results of these tests?

4. Are you satisfied with your system of classification? If not, what changes do you desire?

Committee: Ernest P. Branson, Long Beach; Mabel Palmer, Pasadena; Mary I. Newby, Pasadena; G. W. Green, Beaumont; Maurita Grassle, Redlands; Bertha Oliver, Chairman, Los Angeles.

Replies have been received from Bakersfield, Berkeley, Fresno, Glendale, Long Beach, Los Angeles, Oakland, Ontario, Pasadena, Palo Alto, Pomona, Redlands, Richmond, Riverside, San Bernardino, San Diego, San Jose, San Luis Obispo, Santa Ana, Santa Barbara, Santa Rosa, Shasta, Venice, and the Educational Service Bureau S. B. U. C. in Glendale, Monrovia, and Santa Monica.

I

Do you use the Terman or other group tests in classification of pupils? In what grades? To what extent?

The majority of these cities use the Terman group tests for grades 7 to 12 and the National in grades 3 to 6. Los Angeles and Palo Alto use also Detroit First Grade Intelligence Tests, also the Haggerty and Delta I, and San Luis Obispo the Pintner-Cunningham Primary Mental Test.

Long Beach sends this valuable comment: "Group tests are used for preliminary classification in nearly all schools. They are a valuable aid in placing the new pupil, before we have time to become well acquainted with his scholarship. They save time for the pupil. It is the opinion of those using them that, though they do not correlate perfectly with scholarship, they correlate with it as well as one teacher's estimate correlates with another and they function quickly and impersonally."

Palo Alto suggests: "Our present aim is to obtain a fairly reliable intelligence quotient of each child from grades one through eight, to be supplemented by the results of educational tests as a basis for future reclassification. In a few cases children with exceptionally high scores have been given extra promotions; in other doubtful cases the results of the tests have been used in making a decision as to the fitness of a child for a regular promotion. The aim also has been for each teacher to know the ability of her pupils so that she might adapt her methods to individual needs."

II

Do you take into account also,—The educational achievements of the pupils? The personal opinion of the teachers?

The testimony was unanimous that in the classification of pupils educational achievement and also personal opinion of the teachers should be taken into account. Pomona suggests that consideration be also given to the social development of the child. San Luis Obispo believes that classification based solely upon mental tests should be confined to the primary grades. Shasta and Venice also consult the school nurse.

III

In what subjects have you used educational tests such as Woody-McCall Arithmetic Tests? What use have you made of the results of these tests?

Extensive use has been made of educational tests in arithmetic, reading and spelling for diagnostic and classification purposes. They not only determine placement, but are a check on teaching efficiency. San Jose and Santa Ana suggest their value in analyzing types of difficulties in subject matter, and indicating where instruction may be improved. Santa Rosa has special promotions based upon educational achievement test and educational quotient.

Ontario reports: "We also give each year, in February one form of the standard achievement tests in grades three to eight, inclusive. Our pupils are then classified, using as a point of departure the mental age; if this, however, varies very materially from the teacher's judgment and the achievement tests, the case is given further study, although we have found very little difficulty along this line."

In Long Beach: "Last year (1923-24) all

classes in the district were given educational tests according to the schedule below. Some 40,000 such tests were used. In addition to this many additional tests were requisitioned by teachers who wished to make more of a diagnosis than the survey tests made.

Grades Test (Long Beach)

4B-8A Woody-McCall Mixed Fundamental of Arith.

3B-8A Monroe Revised Silent Reading, form 1.

8A Curtis Series B Arithmetic.

5B-8A Stone Reasoning Test, Arith., form 2.

3B-8A Spelling based on Ayres scale.

3B-8A Monroe Revised Silent Reading, form 2.

5B-8A Curtis Series B, Arithmetic.

Berkeley uses Haggerty's Sigma 1 Reading Tests (grades 1 and 2) Thorndike-McCall Reading Test (grades 3 to 9) Woody-McCall Arithmetic, Ayres' Buckingham's Extension Spelling Scale, Stanford Achievement Test.

Berkeley has established four types of classes besides the normal classes.

a. **Special Atypical Classes** for the average, below normal pupil. Half time spent in manual work. Number pupils in class limited to 16. Effort made to discover and train any special ability that each pupil may show, with the view that he may become partially or wholly self-supporting.

b. **Special Limited Classes** for mentally dull pupil unable to do normal grade work. Course of study modified to a minimum course. Promoted to Limited Class of next grade.

c. **Special Opportunity Classes** (adjustment classes) for pupils of normal mental capacity who are working in grades below where they should be because of illness, moving about, etc. Purpose to adjust the pupil and send him back to the regular class.

d. **Special Accelerated Classes** for very superior pupils. Purpose to cover curriculum in less time or cover enriched curriculum at normal pace.

Oakland is making comprehensive use of both group and education tests to assist in classifying pupils in section of superior, average and limited. The classification affects the entire school enrollment.

Los Angeles is carrying on extensive experiments with X. Y. Z. Classification feeling that this homogeneous ability grouping is a decided improvement on the old plan. Adjustment and opportunity rooms are also provided. The Elementary School Counselor determines the placement of pupils from the rating each pupil receives in group and educational tests,

from special considerations such as health, social conditions, and from the personal opinion of the teachers. Thus, not only are the pupils more accurately classified for purposes of instruction, but there is a better understanding on the part of teachers of the difficulties and abilities of the children in their classes so that more appropriate educational direction and treatment may be provided.

IV

Are you satisfied with your system of classification? If not, what changes do you desire?

The last point of the questionnaire brought out so many interesting opinions that it is difficult to condense them. Most of the replies indicate that we are yet in an experimental stage. No one is entirely satisfied.

Los Angeles is working on special curricula for the X. Y. Z. groups. Valuable material is being continually furnished for adjustment rooms.

Palo Alto feels that two principles are most important; grouping together those equal in achievement and grouping together those able to progress at about the same rate.

Berkeley suggests: "Junior high and senior high school curricula should be changed to fit the needs of pupils of limited mental capacity. Elective subjects and slow or rapid classes in the same subject will not meet the need. The limited pupil demands a different course of study. In elementary grades the curriculum for limited pupils should be made simpler, but similar to that of the regular grades."

Riverside desires: A means of testing the qualities like industry, perseverance, courage, willingness to work, an objective, which are necessary to success.

Fresno writes: "We are trying out varying types of classification. As soon as a principal wants to try a new type we go ahead with it. We do not know a best way yet. However, we are tending toward the following type of classification and school organization in schools of 600 pupils:

1. Classification on basis of achievement in arithmetic and reading and intelligence, with considerable weight being given to the teacher's judgment.

2. Formation of special classes, called Adjustment Classes to take care of children at the extremes of the range. (These are given the individual instruction material based on the Los Angeles Adjustment Room materials.)"

(Continued on Page 337)

ECHOES FROM CINCINNATI

Two Californians Report

A RICH MEETING

THE Cincinnati convention was unusually rich in features that were of exceeding interest to superintendents. I was particularly interested at this time in the discussions, that had to do with the elementary school curriculum and the best methods for putting over any curriculum once adopted.

The Department's Committee on Curriculum made a wonderful report. The findings of the general committee and the sub-committees which are carrying on research in the essentials of each elementary school subject, will prove a strong stimulus for the revisions of many courses of study throughout the United States. A report of this work is contained in the Third Yearbook of the Department. Teachers generally will be greatly interested in the detailed information contained in this yearbook. Primary teachers will be especially interested in the research work carried on in reading. The committee is acting as a clearing house for all the curriculum investigations now being made in the United States and is in position to render valuable assistance to our own California curriculum committee now engaged in a similar study.

"How best to put the curriculum over" received the attention of one entire session, in addition to many discussions in other sessions. The advocates of the individualized method of instruction, as exemplified by the Winnetka plan, presented their arguments in a forceful way. The plan is gaining many followers each year and all progressive teachers will want to look into the merits of the system.

Dr. William Kirkpatrick's appraisal of the plan is worthy of a careful study. I was greatly impressed with the progress that is being made in curriculum building and in adapting our methods of instruction to meet the individual differences.

Size of Classes

The report of P. R. Stevenson, of Ohio University, on the results of an investigation carried on in four leading cities of Ohio, in an effort to determine "the relation of the size of classes to teaching efficiency" was extremely interesting and occasioned much discussion. Teachers were given classes of twenty-four pupils one semester and forty-eight another semester, intelligence tests being used to pre-

vent favoring either group with superior children. Accomplishment quotients were frequently determined. The findings seemed to indicate that the size of the class had little bearing on the results obtained. This is the first attempt to scientifically measure the results of teaching small and large classes. There have been many guesses and opinions as to the effect of crowding classes. The findings of this investigation are not in harmony with the generally accepted opinions. Other investigations are likely to follow.

GEORGE C. BUSH,

Superintendent of Schools, South Pasadena.

TRAINING FOR CITIZENSHIP

THE National Convention this year was a great inspiration to all its members. The key-note of the whole convention was training for good citizenship and the development of fine Christian character.

I left the convention feeling that the important thing in our educational work is to develop the qualities of honesty, loyalty to our government and institutions, and fine Christian principles. The finest type of citizen is the one who uses all his talents, time and energy for the betterment and happiness of his associates. The inspiration, leadership and guidance of the teacher was emphasized as the important factor in developing a definite feeling of responsibility, a high moral sense, and a kindly Christian attitude towards fellowmen on the part of our children.

The discussions of the technical work of the school were comprehensive and practical. The whole attitude of the convention was an onward look for better and bigger things. The program throughout was constructive. The time was devoted to reports along lines of investigation. The good to each superintendent who attended will come from the opportunity given to check up on all the lines of work in his own system.

I am sure that every member of the convention returned to his home refreshed and inspired as a result of the local program of music, pageantry and artistic development provided by the schools of Cincinnati.

HENRY C. JOHNSON,

Superintendent of Schools, San Diego.

CALIFORNIA COUNCIL OF EDUCATION

Annual Meeting, April 11, 1925

THE annual meeting of the California Council of Education took place at the Arlington hotel, Santa Barbara, on April 11. The meeting was called to order by President Mark Keppel, at 9:45 o'clock a. m.

Roll call by Secretary Chamberlain, disclosed the presence of the following members:

Bay Section—W. L. Bachrodt, Jeanette Barrows, A. J. Cloud, Roy W. Cloud, A. S. Colton, A. G. Elmore, E. G. Gridley, J. E. Hancock, Eva Holmes, Fred M. Hunter, David R. Martin, A. E. Monteith, Mary F. Mooney, Leonard Lundgren (for Mr. Gwinn), Bruce Painter, Lulu Shelton, Elizabeth Sherman.

Central Section—S. J. Brainard, Wm. John Cooper, C. L. Geer, O. S. Hubbard, Miss M. L. Richmond, Charles E. Teach, Robert J. Teall, Mrs. Alice Mulcahey, Louis P. Linn.

Central Coast Section—Robert L. Bird, Catherine U. Gray, T. S. McQuiddy, Mrs. Cecil Davis Peck.

Northern Section—Sam Chaney, E. I. Cook, Mrs. Elizabeth Hughes.

North Coast Section—Roy Good, Shirley Perry, H. B. Stewart.

Southern Section—George E. Bettinger, George C. Bush, A. R. Clifton, Walter B. Crane, J. A. Cranston, Wm. P. Dunlevy, Mary E. Frick, J. W. Gastrich, Isabella Hilditch, C. R. Holbrook, Rockwell D. Hunt, Ida C. Iversen, Jeanette Jacobson, Mark Keppel, Ira C. Landis, Gertrude Leland, Florence E. Martin, F. F. Martin, R. P. Mitchell, George U. Moyse, Mary I. Newby, A. S. Pope, Irving Raybold, Blanche Reynolds, Claude W. Sandifur, A. P. Shibley, W. L. Stephens, Paul Stewart, W. L. Stuckey, W. R. Tanner, A. F. Vandegriff, Guy V. Whaley, Dorothy Wheelis, R. D. White, J. A. Woodruff, Ada York, Mrs. Grace B. M. Vinnicum, Eugenia West Jones.

The minutes of the last meeting of the Council were approved as printed and sent to members.

Following a preliminary statement by President Keppel in which he offered a well deserved eulogy on the life and work of E. Morris Cox, the report of the Executive Secretary was presented, approved and ordered printed.

Under the head of unfinished business there was brought forward the question of delegates to the N. E. A. The apportionment as suggested by the Board of Directors was approved, and on motion of Mr. A. J. Cloud, the Secretary was authorized to make appointments of delegates upon the recommendation of president and secretary of each section. The Secretary asked that State Director Dunlevy act with him jointly in this matter. It was decided that in case the delegates chosen by the various sections were unable to attend, that the presidents and secretaries of the sections be allowed to appoint substitutes.

The Secretary presented the Auditor's report, the statement of financial condition as of December 31, 1924, and the statement of revenues and expenses. Reports were on motion approved, with suggestion that they be pub-

lished in the Sierra Educational News. Council approved the action of the Board of Directors in appropriating \$250 to the International Kindergarten Union Convention.

A detailed discussion of the request for a new section in Tulare County brought out the fact that there should be some general line of policy laid down to be pursued by the Board of Directors in questions of this kind. On motion of Mr. Bachrodt that a committee be empowered to draft a "rule of procedure," and that the whole question be taken up by a committee, chair appointed Mr. Bachrodt, Hunter and Sandifur as such committee.

Secretary read an appreciative telegram of greeting from Superintendent Will C. Wood, and on motion drafted a return telegram expressing the approval of the Council in the work of the Superintendent.

Mr. Dunlevy, State Director of the N. E. A. addressed the Council in behalf of a large attendance of delegates from California to the Indianapolis meeting.

A. J. Cloud, on behalf of the Committee appointed by the Board of Directors, addressed the Council in memory of E. Morris Cox and outlined a plan for the securing of a suitable portrait. A resolution was adopted authorizing the President to appoint a committee to procure such portrait or painting of Mr. Cox, and that \$500 or as much of such sum as necessary, be appropriated for such purpose. A number of Council members spoke in approval of this plan and in high regard for Mrs. Cox.

Life memberships in the N. E. A. were voted by the Council to State Superintendent Wood and President Keppel. The latter responded feelingly to this action.

The President, as chairman of the Legislative Committee, called to the chair Director Stephens. In presenting his report on Legislation, President Keppel outlined the situation at Sacramento, speaking of the various visits of the Committee. He characterized the attitude of the body of legislators as being much more favorable to education than that of the Legislature of two years ago. The report was approved and ordered printed. On motion of Mr. David R. Martin, the Secretary was instructed to send a telegram of thanks from the Council whose Senators Jones and Harris for their stalwart work. Director Wm. John Cooper was called to the floor by the Chair and responded appropriately.

The Secretary was authorized to send a word of appreciation to President Clark, Mrs. Bryant and Mr. Jarvis, members of the State Board, whose attitude toward educational matters is for the best interests of the schools.

Reports of Committees

Report of Committee on Duties and Functions of State School Administrative Authorities, was presented by Chairman Cooper. Report is printed in this issue. **Report on Americanization**, J. E. Hancock, Chairman; report to appear

(Continued on page 343)

CALIFORNIA CONGRESS of MOTHERS and PARENT-TEACHER ASSOCIATIONS

OFFICIAL DEPARTMENT

THE PRESIDENT'S MESSAGE MRS. HUGH BRADFORD

AS AN organization we are not forgetting that it is not enough to say what ought to be done, but that we should help to do what ought to be done. We are making known to the legislators that there are certain bills introduced this year about which we have decided opinions. First is the Deuel Bill, against which we have protested, believing that it would be a very unwise procedure to inaugurate dual control of the state department of education, and also to make the appointment of the director through a partisan channel.

We have been eager for years to see proper authority granted for the conduct of cafeterias and have sponsored the bill introduced by Senator Lewis. This seems to be favorably considered. To bring better opportunities to crippled children by providing separate schools for them is also one of the ideas we favor. We favor the new part-time school bill, and also believe in the proper regulation of private trade schools.

The Tenure Bill is of course a big improvement over the first bill. The P.-T. A. believes in protecting teachers against the uncertainty of tenure. The teacher in the smaller schools needs most protection.

Assembly Bill 310 has attracted belated but heated discussion. The bill as originally drawn might be interpreted to regulate all funds created, either by student bodies or by P.-T. A.'s, and the disbursement of such funds would depend on boards of education or school trustees. The bill is bound to curtail the funds it is supposed to reach. It will react upon high schools so as to greatly lessen interest in the school activities. The spirit of high school loyalty is maintained in no small part by activities which require funds to maintain them. A proper check on such funds can be kept by principals and student body officers. The boards of education frequently are not sufficiently informed to understand the most efficient administration of the funds. The students themselves need to be taught their lessons of thrift, not by having their money taken from them but by well-

considered advice and assistance in their management of school activities.

State Convention

The state convention at Fresno, beginning May 12, will have several new departures as to the program. The details of the work done by locals, and generally given by Federation presidents, will be incorporated in the reports of state chairmen, or district presidents, and also will be considered at the round-table. There will be more round-table conferences than last year. General suggestions for efficient work will be given, as well as drill in Parliamentary procedure. The problems of district and federation presidents will be discussed in their separate conferences. Fresno will do its best to make us comfortable and happy. Hotel California is to be the headquarters and the Auditorium will be the convention meeting place.

Our convention last year at Pasadena was the largest convention any state group has ever held. We had 1,123 delegates, which was a splendid number. Fresno will not have so many neighboring cities to draw from, but motor parties from all sections of the state are now being arranged to carry the delegates to the convention.

National Convention

The National Convention at Austin, Texas, will last from April 27 to May 2. Several California delegates will attend, and will bring back the National convention news to our state. Mrs. A. H. Reeve has planned a very attractive program. We wish we could send our full quota of 90 delegates.

President's Visits

During January and February, the president visited the southern and central sections of the state and is now planning to visit the northern sections. All the northern districts are difficult to cover, as the territory for each district is larger, and the cities are scattered. The district conventions bring in the delegates from remote places. By attending these conventions, the President hopes to get in touch with many localities. Splendid work is being done, and California has reason to be very proud of its advance.

(Continued on Page 349)

FROM THE FIELD

[In this column there will appear from month to month, as may seem called for, brief notes or queries from teachers—concise, helpful personal expressions of valuation and judgment, upon local or state education affairs of general interest.]

Pacific Coast Conference

DEAR Sir:

The tentative program of the Pacific Coast Conference which is to be held May 22nd and 23rd, at Berkeley, follows:

Friday afternoon, May 22, Dean Kemp, Chairman
Address of welcome by Dean Buwalda, Dean of the Interand Summer Session.

Topic for the afternoon, "California Curriculum Study."

Addressees, Dr. W. C. Bagley, Dr. Kyte.

Friday evening, May 23, Truman L. Kelley, Chairman.

Topic "California Curriculum Study"

Addressees, Dr. W. C. Bagley, Dr. Kyte.

Saturday morning, May 23, Hardin Hughes or J. Harold Williams, Chairman.

Topic, "Measurements" (some phase of)

Address, speaker to be selected by Southern Section.

Address, Dr. W. C. Bagley.

Saturday afternoon, May 23, J. C. De Voss, Chairman.

Topic, "Research in the Field of Teacher Training."

Address, Professor Lee (vocational teacher training).

Dr. W. C. Bagley,

Professor Rugh,

Will C. Wood.

Saturday evening, May 23, P. D. K. Dinner, Dr. Cubberley, Chairman.

Topic, "Building Score Cards."

Address, John Almack,

Discussion, L. H. Peterson.

Yours very truly,

J. C. DE VOSS,

San Jose State Teachers College.

Education and Social Work

EDUCATION is social service. It is certainly a most fundamental fact in the most important aspect of social service. The school transmits to the generations the entire social heritage. At the forthcoming meeting of the California Conference on Social Work a most earnest effort will be made to interest educators in the problems of California and to give education a place which belongs to it as part of a social service conference.

The topic to be discussed at one of the sessions will deal with the cost of public education and our ability to meet it. Will C. Wood, Superintendent of Public Instruction, will deal with the question: "Is Education Costing Too Much?"

Education is broader than school teaching. A large number of avenues are being opened up by the public school undreamed of by the public and the teachers a generation ago. One of the newest and most interesting of these projects is the organization of the department of home teaching and the visiting teacher. One of the meetings of the Education Section will deal with this topic.

The public library, particularly as it operates in the rural districts under the county library organization is another force in education and socialization, under the leadership of Milton J. Ferguson, State Librarian. One of the meetings will deal with the place and the work of public libraries in California.

JOHN LOUIS HORN, Chairman.

Education Section, Professor of Education, Mills College.

A Tribute

DEAR Sir:

That last issue of the Sierra News giving account of Burbank was a "scoop." How I wish every school man and school woman were a Luther Burbank, taking human prickly cacti and making them into useful members of society, one who could make white and luscious human blackberries out of sour, dried-up youth and who could turn the much-despised, shriveled human prunes into something tempting.

Sincerely,

ARTHUR DEAN.

National Arts Club,
New York City.

Edinburgh

DEAR Mr. Chamberlain:

Any publicity which you can give to the World Conference in the Sierra Educational News will be greatly appreciated by me. I have written hundreds of letters during the last three or four weeks and have done everything possible to arouse interest in the Edinburgh meeting.

It is chiefly through papers such as yours that the teachers will learn of the importance of the meeting. I shall deeply appreciate any efforts you may make to inform the California teachers of the meeting and to encourage any who may be going to Europe for tours to come by way of Edinburgh.

With very best wishes, I am

Truly yours,

C. H. WILLIAMS, Secretary,

World Federation of Education Associations

An Invitation International Kindergarten Union

DEAR FRIENDS:

As Superintendent of the Los Angeles City Schools, I take pleasure in announcing that our city is to be hostess to the International Kindergarten Union, which meets in convention here July 8th to 11th.

The Kindergarten-Primary Department of our own city and similar departments of other cities in Southern California are making plans for this convention. Because this convention is of particular interest to those who are dealing with young children I am urging that your office co-operate with us in giving the widest publicity to this event. Since the convention is being held during the vacation time, many of your teachers will be glad to know about it because it may influence them not only to come to the convention, but to spend their vacation in California. There are a number of summer schools in session here in Los Angeles which have secured faculties eminently qualified to give courses equal to any in the land. This too, should be a determining factor with the teachers throughout the country in planning for their summer.

The Board of Education, the Superintendent of Schools and the Supervisor of Primary Education in our city, as well as the entire teaching body, extend to you and your co-workers a cordial invitation to spend this convention time and, if possible, the entire summer in our city.

Very truly yours,

SUSAN M. DORSEY,

Superintendent,

Los Angeles City Schools.

Physical Examinations

PURSuing the policy inaugurated last year, the Bureau of Child Hygiene of the State Board of Health will this spring conduct a campaign to encourage the parents of children, who will enter school for the first time next fall, to have their children given a thorough physical examination, by a physician, so that any handicaps may be discovered and, if possible, removed before the child enters school.

Since the attitude of children, their progress in school and their successful education are dependent upon their physical fitness, every superintendent, principal, and teacher should cooperate with state and local health agents in making this campaign effective. Superintendents might well call to the attention of their teachers the instructions on page 9 and the form letter on page 37 of the Manual in Health Supervision and Instruction recently distributed by the State Board of Education to the elementary teachers of the state. Your attention is called to the fact, however, that all children whose parents protest against physical examination must be excused therefrom and that no child can be debarred from school privileges if his parents fail to have the physical examination above mentioned made.

Very truly yours,

WILL C. WOOD,

State Superintendent of Public Instruction.

San Francisco Salaries

DEAR Sirs:

The public school teachers of San Francisco are making an effort to have their salaries put on a favorable basis. San Francisco ranks much lower in salary schedule than many cities of its size and importance. The salaries of teachers in St. Louis were recently increased as follows: Elementary from \$2100 to \$2700; Junior High from \$2600 to \$3200, and Senior High from \$3200 to \$4000. The figures represent maximum salaries of classroom teachers.

We are asking that the maximum salary of the high school teacher be increased from \$2400 to \$3200; and that other teachers be given proportional increases.

You have on other occasions taken an active interest in the welfare of our public schools. Your good will in this matter will be greatly appreciated.

Sincerely,

PAUL S. MOHR, Secretary,

San Francisco Federation of Teachers.

Penny-Wise

TO the Editor:

Every parent wants his child to be healthy, to be intelligent, and to have the right ideals. Not every parent realizes that getting these things for his child depends largely on having teachers competent and well-trained. Professional teachers with broad outlook cannot be had at pennywise salaries. **There is a colossal shortage of trained teachers.** Our Research Division has just issued the most comprehensive report on public school salaries yet made. For the first time in our educational history this information is available for this year while boards are actually working on the problem.

We believe you will want to look into the Research Bulletin on Public School Salaries. It is as readable as a novel, with live illustrations of vital situations. One can find just what teachers in cities like his are being paid. The whole Bulletin is built on the philosophy that the child's, not the teacher's, welfare is at stake.

When a school board employs teachers it is buying the future of the children in the community it serves. It is buying in a competitive market. If it wants good teachers it must pay the price.

Very cordially yours,

JOY ELMER MORGAN,

Managing Editor, Journal of the
N. E. A. Association.

The Breed Tells

DEAR Editor:

During the War we were startled when the figures showed the physical and mental level of the American population. In our travels each day we are thrown face to face with the question whether American's stock is not degenerating. We note the enormous number of defectives which we are supporting. We see the number of criminals increasing. We see our taxes mounting.

We see the better grades of humanity dying out from lack of children. We see the poorer grades increasing. We see the threat of undesirable immigration. There is scarcely a man or woman of us but who has viewed the situation with lament, and felt that "something must be done about it."

Until recently we have had no opportunity to do anything but deplore. Individually we cannot stem the tide. But now the Eugenics Society has been formed. It is an outgrowth of this anxiety of thinking people, and represents the organized efforts of all interested persons in a solid march toward a better America.

By a vote of the central Committee, the time within which charter memberships will be accepted has been extended. Any qualified person who desires to become a charter member of the Eugenics Society of the United States of America is invited to communicate with the

EUGENICS COMMITTEE OF THE U. S. A.

Los Angeles.

Irving Fisher,
Chairman.

A Good Record

GENTLEMEN:

The following data concerning the distribution of elementary children in the Sacramento Public Schools on the basis of chronological age, shows a better distribution than is generally found. This is especially true regarding retardation.

Accelerated	4.85 per cent
Normal	73.67 per cent
Retarded	21.48 per cent

The "companion class plan", is the type of organization used up to and including the 5th grade. The fact that retardation is low, is good evidence that the type of organization used is a large factor in reducing retardation.

The data is of March 1, 1925. The A. D. A. in the elementary schools for 1923-24 was 8446.

Yours truly,

J. R. OVERTURE,
Assistant Superintendent.

Arts and Crafts

DEAR Editor:

I was extremely interested in the "Arts and Crafts" number. My feeling has always been that we do not stress sufficiently the better and finer things of life. In too many instances, the work in manual arts becomes nothing more than mere shop and tool manipulation. Design, art, and the influences produced thereby, are too often relegated to the background or receive no attention whatsoever. The numerous suggestions in your "Arts and Crafts Number" should receive a wide distribution.

I hope that your statements will produce proper results and I certainly shall take the opportunity of using freely from the magazine in promoting such activities.

Sincerely Yours,

H. W. SHMIDT,
Supervisor of High Schools,
State Department of Public Instruction,
Madison, Wisconsin.

Merced County

DEAR Mr. Chamberlain:

I am enclosing report of C.T.A. dues paid by the teachers of Merced County for the year 1925. I believe our county had made an excellent showing for this year, nearly 100 per cent throughout.

C. T. A. membership books were placed in the hands of the rural supervisors. The supervisors gave to each teacher under rural supervision a receipt. The teacher either gave the supervisor the money for her dues or sent a check to this office later. The result is that in the schools under rural supervision we have 100 per cent membership. The high schools did not all do as well.

Yours truly,

C. S. WEAVER,
County Superintendent of Schools.

Keep Up the Good Work!

Harrisburg, Penna.

DEAR Editor:

Thank you for the "Arts and Crafts Number" of the Sierra Educational News. Such an issue indicates the improvement of the status of art education, and is encouraging to those of us working in the field. There are many signs that educators in general are beginning to turn the attention to art education and its possibilities.

And many big and broad things educationally and otherwise, come out of the West! Keep up the good work!

Yours very sincerely,

MINNA McLEOD BECK,
Art Supervisor.

Central California Arts

Fresno, California.

DEAR Sir:

The Central California Art Association organized in 1922 to awaken interest along art lines, in the San Joaquin Valley. Under the leadership of Florence Gamble, our first president, we were able to make a decided start by inaugurating a Raisin Day Poster Contest. Each year we have tried to do something definite along some line of art. Last institute we had Mr. Lucien La Blandt from the School of Fine Arts, who gave an exhibition of costume designing. The Association holds its meetings quarterly and usually meets as a luncheon club. The May meeting will be a picnic.

Respectfully,

DORIS POWELSON, Secretary,
Central California Arts Association.

Twenty-seven Subjects

DEAR Mr. Chamberlain:

In reading your article "Luther Burbank: The Man of Tomorrow," you refer to a survey of the twenty-seven statutory subjects in the elementary curriculum. We are very much interested in this topic just now.

Cordially yours,

EDGAR F. FOWLER,
Chamber of Commerce of the United
States of America, Washington, D. C.



EDUCATIONAL LITERATURE

THE REDWOODS OF DYERVILLE FLATS

Excerpt from a poem by Professor Leo G. Schussman, Humboldt State Teachers' College, Arcata.

SHALL now the last great landmarks of the ages be despoiled?
 Shall so the remnants of these Nature shrines be thus demolded?
 Ye men of Humboldt, true to him whose name ye own,
 Whose love for Nature places him upon her highest throne,
 Who loved our trees, these noble redwoods of the flats and hills;
 In his chaste spirit let us band to thwart this foe that kills
 Our noble friends, so that along the highways of our land
 This rear-guard of these ancient trees in peace may stand,
 A tribute to the higher life in man, that spirit true,
 Of service which must permeate real freedom through and through.

THIRD YEAR BOOK

N. E. A. Department Superintendence

TRADITION and opinion, unsupported by facts, are no longer sufficient reasons for including any topic in the school curriculum," says the third yearbook. "The material available for instruction is so vast," it states, "that no one person can hope to master more than a small portion of it."

How is selection to be made? The subjects in the elementary school curriculum are those intended for universal study. They must meet the tests of social usefulness and individual development, achievement, and happiness. It deals with "Research in Constructing the Elementary School Curriculum." Nearly one hundred painstaking studies are reported, many of which took the entire time of a trained investigator for a year or more. Edwin C. Broome, superintendent of schools, Philadelphia, Pa., was chairman of the commission. The need of constant revision of the curriculum is emphasized, as well as the fact that variations in the material to be taught in schoolrooms must be provided from the standpoints of national, community and individual needs.

Men and Dates

The studies get right down to detail, for instance, the frequency of reference in papers and magazines to persons in American history, was accurately determined, thus providing a list of the most prominent Americans. As might be expected. Lincoln, Washington, Jefferson, Benjamin Franklin, Andrew Jackson, Roosevelt, Grover Cleveland, and Woodrow Wilson are

prominent in this list. The six dates in early American history, ranked of greatest importance for memorizing in the elementary school, are 1776, 1492, 1607, 1789, 1620 and 1803.

To discover the things that people do outside the ordinary routine covered by school instruction was the object of several studies. One of these deals interestingly with unspecialized practical activities in the household. Topics illustrating the kind of data gathered are, housing standards, ventilation, furniture, floor coverings, automobiles, house-cleaning, gardening, the chief household fuels and their comparative importance, clothing in the budget, to know exactly what place fruits occupy in the food plan, to identify a veneer, to adjust the budget so as to be able to buy durable, instead of cheap, furniture.

CURRICULUM PRACTICES

THE junior high school and grades 5 and 6 are surveyed by James M. Glass, in a 181-page supplementary educational monograph issued by the University of Chicago Press. Mr. Glass is director of junior high schools, State of Pennsylvania, and speaks authoritatively. This scientific treatise covers the need for reconstruction of the curriculum, the core curriculum, electives, subject divisions of the constants, and units of teaching. The investigations, carried on under the auspices of the Commonwealth Fund, and in 14 cities, includes Berkeley and Los Angeles, California.

There is nothing more characteristic of American schools than the fact that they are organized and conducted as independent local units. Especially is it true that each school system arranges the details of its courses of study without coercion from any outside authority.

The wide divergences in the practices of American schools can be made a most helpful basis for educational progress if some method can be devised of finding in the midst of these divergences those practices which are most successful. In other words, if the schools of this country can take advantage of this free experimentation by adding to their present local independence some means of comparison of results which shall serve as a rational guide to local initiative, American democratic school organization will be perfected without resorting to the kind of authoritative unification of educational systems which has been common in Europe.

In Europe, education has been guided by the central governmental authorities. Strict dictation of the content of the curriculum and of the time allotted to each division of the curriculum has been the rule. The result is that educational practices have been much less subject to change in the older civilizations than in this country. What has been done in European schools has, as a consequence, often been

better done as compared with the work done in schools on this side of the Atlantic, but the conservatism inherent in the organization of the European schools has prevented the kind of development which has been characteristic of our progressive, though less well systematized, democratic schools.

A WEDDING

THE Atlantic Monthly Press, and Little, Brown & Company, the oldest book-publishing firm in Boston, have entered into an association for the promotion of common interests. All books hitherto issued by the Atlantic Monthly Press will be published in the future by Little, Brown & Company, under a distinctive trade mark, as "Atlantic Monthly Press Publications."

The term will also apply to future books, on which the two firms shall agree as representing in general the type of publication now identified with the Atlantic Monthly Press. All such books, many of which have borne or will bear a direct relation with The Atlantic Monthly, will be prepared for publication, editorially and in format, at the Atlantic offices. The processes of manufacture and distribution will be handled by Little, Brown & Company. The existing Atlantic Monthly Press books, including those planned for spring publication, will be distributed henceforth by Little, Brown & Company.

Dictation for Modern Business. Gregg Edition. By John G. Kirk and George E. Mumford. 435 pp., il. John G. Winston Co. 1924. \$1.40.

OUT of long experience, the authors of this book have prepared it with two objectives definitely in view. First, to provide teachers with new material, organized in the best possible way to conserve time and to meet the needs of all classes of students; the slow, intermediate, and advanced groups in business colleges and the elementary and advanced classes in high schools. The book provides a complete course that can be covered by high school students in two semesters.

Second, to make the most of the opportunity offered in the course of dictation, to supplement and reinforce the work of the teacher of business English in cultivating originality, taste and judgment in the important matter of business letter writing.

The plan of the book has been made to meet these objectives. There is almost twice the amount of good dictation material usually found in books of this character. At the same time, there is provided the practice in transcription which is incidental to instruction in type-writing, including a much-needed drill in punctuation and arrangement; also conscious training in matters of style and diction. The appendices provide a source of reference to which the student will have many occasions to turn for help in time of trouble. The shorthand vocabulary is a further source of valuable assistance.

There are 716 letters in this book and 92 articles, all interesting and new. The letters have been carefully selected, not only to repro-

duce actual business conditions but also to provide the student with the best models for study and imitation. They deal with business on a large and varied basis. They give criticism which, if heeded, will save the student many unpleasant experiences in actual business life. They supply the most approved style illustrations and provide a much needed drill in punctuation and arrangement.

The special articles are from many sources and are all new and inspirational. They introduce the romance of business which in no way interferes with their effectiveness for drill in dictation.

John Martin's Melody Book. Designed for use with John Martin's Melody Blocks. Compiled and edited by Helen Waldo. 16 p., il. John Martin's Book House. 1921.

THE Melody Blocks are an approved educational toy. They are not a system nor a method, but merely accessory equipment. There are 120 two-sided reversible blocks with which melodies may be built. They are identical in size and shape with the white keys of the piano. They may be placed upon the keys to represent the "C" scale thus synchronizing the impressions of sight and sound. There are a number of key signatures, so that simple airs may be built in different keys. Teachers use the blocks with much satisfaction, as interest is created and the play-spirit supplants the atmosphere of drudgery.

The Melody Book is adorned with many characteristically happy Martinique decorations and smiling curliques. Complete instructions are given for using the blocks. The scales are humanized through Jack and Jill. Hot Cross Buns are vended in seven keys. Word building is made a zestful game. A whimsical musical joke intrigues the child's fancy. Songs, games and tunes are skillfully utilized. It is a book and an endless series of games,—of joy, song and harmony.

Burton Holmes Travel Stories. A series of informational silent readers. Edited by W. H. Wheeler and Burton Holmes.

I. Egypt and the Suez Canal. By Susan Wilbur. 404 p., il. Teaching suggestions. By Della E. Kibbe. 25 p.

II. Japan, Korea, and Formosa. By Eunice Tietzens. 404 p., il. Teaching suggestions. By Della E. Kibbe. 25 p.

Wheeler Publishing Co., Chicago. 1924.

Charming, unique, profusely illustrated,—these very fine travel books will delight the adventurous heart of childhood. They are the "last word" in typographically superb school texts. Miss Kibbe's suggestions are well-planned and practical.

America's Interest in World Peace. By Irving Fisher. 123 p., paper covers. Funk & Wagnalls Co. 1924. 60 cents.

There are certain writings which, to the present reviewer, should be read aloud to every high school and college assembly, every teachers' meeting, in the land. Such a writing is this,—a calm, simple, and powerfully convincing statement of our duty to the world. "Am I my brother's keeper?" asked Money Bags long ago.

Jesus answered gravely then. Fisher answers today. Fisher is irrefutably right—he is anchored on the eternal verities.

How to Use Your Mind. A psychology of study. By Harry D. Kitson. 2d. ed. revised and enlarged, 253 p., il. J. B. Lippincott Company. 1925.

This manual is planned for students and teachers in the administration of supervised study. Dr. Kitson is professor of psychology at Indiana University. The first edition of this popular "guide-book" appeared in 1916; the second in 1921. It is well garnished with hints and helps and study-aids.

The School Survey. A textbook on the use of school surveying in the administration of public schools. By Jesse B. Sears. 440 p., il. Houghton, Mifflin Co. 1925. \$2.25.

FIFTEEN years ago the School Survey Idea marked the inauguration of a new and important development in school administrative procedure. Surveys have added large and rapidly-increasing amounts of valuable material to our knowledge of school administration. The school survey, beginning first in cities in 1911, has extended to the county, state, normal school, and university. Its range has widened to include many special phases of educational work—finance, buildings, course of study, salaries, etc.

Educational engineering has been materially aided by the survey as a new and powerful tool. School administration is rapidly being changed from guess-work and "rule-of-thumb" procedures, into a highly scientific and effectively coordinated program of executive direction.

Professor Sears, of Stanford University, has brought together in well-digested, usable form, the contributions which the Survey Movement has brought to education. The technique of the survey has become well-defined, and enthusiastic teachers, principals, supervisors, and superintendents everywhere have made applications, to a greater or less degree, of the survey method.

Sears' introductory thesis is that the technique of the survey is essentially a part of the proper technique of administration, supervision, and teaching. With scholarly restraint and discrimination he confines himself to the main problems arising in one particular type of school system, namely, the city. He outlines a clear and logical procedure for an actual survey. He demonstrates the necessity for having a single point of view, and for maintaining that viewpoint consistently throughout the survey.

This text, embodies the material offered (since 1913) in a Stanford University course on school surveys and educational diagnosis. It covers—the larger problems of administration; internal administration and management; efficiency of instruction and supervision. There are 30 tables; 13 figures; 40 forms; copious questions for class discussion; problems for investigation and report; selected references; and a list of school survey reports.

Among the many chapters of this determinative text, the reviewer notes with special interest chapter 10, on Child Accounting. Sears shows that to get a measure of real results in

a school system, (granting that other factors are satisfactory), four sets of facts must be studied:

1. Are the children in school?
2. What progress are they making in their courses?
3. With what success are they pursuing their studies?
4. Are they successful after leaving school?

This concludes the chapter by asking "Are the recorded facts being used?" Reports are of no avail that do not eventuate in action or policy. Everywhere is needed the dynamic, forceful utilization of the facts revealed by child accounting, and by surveys in general. Professor Sears has given us a forthright text of high merit.

Throughout the book, Sears has emphasized at every point investigation and experiment,—that is, research,—is the only rational means of intelligently carrying on administrative processes in a modern school system. The expert has pioneered the way. The time has now come for the expert's knowledge to be taken over and integrated into the regular school machinery.

What Every Teacher should know about the physical condition of her pupils. By James Frederick Rogers. 23 p., il. U. C. Bureau of Education. 1924.

Yes, every teacher should know these things. Weighing and measuring; nutrition and growth; examination of posture, skin, hair, eyes, ears, nose, teeth, throat, breath, neck, chest, back, legs, feet, clothing; speech defects; communicable diseases. The modern school does not merely ladle out facts, like a frigid soup-kitchen; it actively assists in improving and re-creating and upbuilding the sweet human bodies of its dear boys and girls. The modern teacher is a wholesome motherly soul, although she may not look it.

Modern Business Geography. By Ellsworth Huntington and Sumner W. Cushing. 352 pages. World Book Company. 1924. \$2.00.

This new textbook for the seventh, eighth, or ninth school year presents geography from an economic standpoint, and the method used is peculiarly effective in reawakening the interest of pupils who have studied the continents twice and think they have already had enough geography.

The Intelligence of Continuation—School children in Massachusetts... By L. Thomas Hopkins. 132 p., il. Harvard University Press. 1924. \$1.75.

This is No. 5 of the Harvard Studies in Education. Previous studies dealt with,—the German schoolmaster; the appointment of teachers in cities; economics teaching; frequency of English speech sounds. Dr. Hopkins, professor of education, University of Colorado, has made a brilliant research. He demonstrates that continuation—school pupils are a highly selected group; that the school is making no provision for its brightest group; that the school system is defeating its own ends; and that a new curriculum and vocational guidance are needed.

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carried light into darkness, brought to Europe the knowledge of the music of the older civilization, solo or accompanying instruments, inspired the orders of the Troubadours, Trouv`res, Minstrels, and Minnesingers, which led to the birth of Modern Music.



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Educational Department

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NOTES AND COMMENT

DO YOU KNOW

I.

THAT the International Kindergarten Union meets in Los Angeles, July 8th-11, 1925.

II.

That the Biltmore is to be the headquarters.

III.

That there will be three kinds of exhibits:

- (a) Commercial,
- (b) Historical (History of the Development of the Kindergarten.)
- (c) Educational (Showing progress).

IV.

That Delegates Day is to be at the University of California, Southern Branch. All California Kindergarten Primary teachers are expected to take part in this day.

V.

That the places of meeting will be:

- Trinity Auditorium,
- Biltmore Ballroom,
- University of California, Southern Branch,
- Friday Morning Club,
- University of Southern California.

VI.

That foreign representatives will take part in the Convention.

VII.

That excursions are planned to show our delegates the interesting places in and around our city.

VIII.

That many breakfasts, dinners, luncheons and teas will be held, especially of state gatherings.

IX.

That we need your spirit to help give publicity to the convention among your teachers. Urge them all to attend the convention.

X.

Any publicity should be sent to Miss Ruth Sterry, 116 Temple Street, Los Angeles. Send stories of your schools, pictures of activities or groups of children in action, or write-up of your school system, or some unique features you have developed.

XI.

That our finances are now absolutely assured.

XII.

That you must use our stickers on your letters to friend, and write to your friends to come to the convention, especially your "back East" school friends, and above all, do not forget to write to your old training teachers.

XIII.

That you must see to it that your kindergarten and primary teachers learn our rally songs. That they compose songs of their own to sing at this convention.

That our General Chairman is M. Madeline Veverka, 511, D. F. W. Braun Bldg., Los Angeles, Calif. Write her if you need information.

With Plans for the International Kindergarten Union convention, to be held in Los Angeles July 8-11, practically completed, the California hostess committee, headed by Miss Madeline Veverka, is anticipating the largest convention in the history of the organization.

One of the greatest attractions of the week will be the many excursions planned for entertainment for delegates and visiting teachers. Motor trips to the hills and mountains and through the fragrant orange groves of sunny California; excursions to the various beaches adjacent to Los Angeles; trips across the blue bay to the romantic island of Catalina; flights up Mt. Lowe, one of the most famous scenic trips of the world, are among the excursions that will be arranged for those who come to the I. K. U. convention. Because of the tremendous interest in the program arranged and the important educational problems to be undertaken, delegates and visitors will probably have to choose among the various trips as there will not be time for any one person to take them all, but directors of the California hostess committee are mobilizing automobiles for small entertainment committees so that any visitor may be personally conducted to the points of greatest interest to her.

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*Write us for the plays you are to
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Say you saw it in the Sierra Educational News

The Exhibitions, in charge of Miss Ethel Salisbury, will form an interesting feature of the convention and is to be of two classes—one educational and the other commercial, the latter dealing only with equipment and paraphernalia utilized in kindergarten and primary work.

One of the exhibits will be the famous Cizek exhibit, showing the work of the child pupils of the arts and crafts schools of Vienna, Austria. Nearly 500 art objects will be shown, including paintings, stencil work, statues, woodcuts, pottery and embroidery. All work shown in the exhibit are products of children between seven and eight years of age, created without models.

It is hoped that living exhibits of kindergarten and primary work in California will be available, for the present plans include having some of the kindergartens kept open through the I. K. U. week. A few of the most interesting types of work will be seen in these kindergartens. Problems of dealing with little foreign born children; day school nurseries in which children of pre-school age are handled; the original and progressive manner in which the problem of teaching foreign born children to read English and which has resulted in the reorganization of the primary grade, all these will be shown in the kindergartens which are kept open, if such an arrangement is found possible.

Special efforts have been made by the California committee to interest foreign groups in the convention. Miss Bessie Stoddard, one of the leaders of social and civic welfare work in Los Angeles, was made chairman of a foreign relations committee of the California hostess committee, and through her groups in different countries are being reached and their interest in the convention aroused.

Miss Ada Mae Brooks is the chairman of transportation for the convention and Miss Brooks has announced that an excursion to the convention will be handled by Raymond Whitcomb, and will leave Chicago July 2.

Mechanical devices win the confidence of the public only when efficiency has been built into them. Ten years ago the vacuum cleaner was looked upon by housewives as a snare and a delusion. Today, although some few women cling to the belief that it does not clean thoroughly, nine out of ten women regard the vacuum cleaner as indispensable and wonder how they ever got along without it. What has been done for the vacuum cleaner has been done for the mechanical eraser cleaner by the James Lynn Company, 14 East Jackson Boulevard, Chicago. With a motor adapted to any current, with a plug suited to any socket, the Little Giant is living up to the guarantee of its makers "to clean blackboards to your entire satisfaction or money refunded." Both the Little Giant and the hand operated Simplex are coming to be looked upon by school people as indispensable.

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that has contributed most to its great success. The New Rational Typewriting is not simply a collection of exercises for practice. Every letter, every word, every sentence, serves a definite scientific purpose. Every line contributes to the student's practical education. Mechanical, imitative processes are replaced by new problems that hold attention, increase interest, and energize the development of unusual skill. Since the first edition of Rational Typewriting was published, it has been the leader in an educational presentation of the subject. The old Rational is the unchallenged leader of today; the New Rational simply carries it into a bigger area of accomplishment.

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SCHOOL BUILDING PROGRAM

(Continued from Page 297)

Oakland, California.—The building program for the Oakland Public Schools approved by the bond issue of October 21, 1919, for \$4,975,000 resulted in the erection of the following list of buildings: 3 new high schools; 2 high school additions; 5 new junior high schools; 6 additions to junior high schools; 2 remodeled junior high school buildings; 4 new elementary schools; 11 additions to elementary schools; 22 new school sites.

Total: 11 new school buildings,
21 additions,
384 classrooms,
15,000 pupils housed.

In the erection of these buildings standards for educational requirements and for construction were worked out by committees of the educational staff, by expert advisers in specialized departments of the schools, and by the construction experts employed by the Board of Education. Because of difficulties occasioned by changes in administrative policy, the standards developed by these committees were never fully completed and applied.

During the campaign for the bond issue of \$9,600,000, which was approved on September 30, 1924 by a vote of—Elementary, 36,569; High School, 36,977 and 4,833; 5,372 against, a promise was made by the Board of Education and its executives that these standards would be fully completed and applied in the erection of all buildings. The advocates of the bond issue, including many women's organizations, carried this message to the voters as a definite pledge.

Complete standardization of the construction requirements was carried out in the new Hawthorne School, a structure which was erected in the interim between the completion of the former building program and the beginning of the 1924 building program. The effect of these definitely standardized structural requirements was evident in the rapidity and perfection with which this building was constructed. The contract for this building was let June 16, 1924. The building was occupied on January 26, 1925, as a fully completed structure and at an overhead cost of 3.91 per cent. In the erection of this school not a single extra-work contract was necessary, nor were any asked for or approved by the Board.

Before the fall for the bond election of September 30, 1924 was issued, a statement of standardized requirements for a typical senior

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elementary school, a typical junior high school and a typical senior high school, together with much of the equipment for these type schools had been worked out by the Superintendents' executive council and approved by the Board. As soon as the bonds were approved by the people, these standard requirements were amplified, drawings developed to fully exemplify them, and presented to the Board for approval.

This statement of standard requirements will govern all those upon the staff of the Oakland Public Schools and all who in the future will be employed to assist in the construction of the school buildings provided in this program. It is evident that the adoption of these standards will make for rapidity of construction, economy in the expenditure of funds, a reduction of overhead, and a decided increase in the educational efficiency of the buildings.

FREDERICK M. HUNTER,
Superintendent of Schools

Portland, Oregon—The City of Portland, Oregon, fast outgrew its educational facilities during the past ten years and it became necessary to plan an extensive building program. When it was decided to ask the voters for a bond issue, the problem faced was not what should be built, but what should be built first. A definite program was needed that would extend over a term of years for the needs were too great for one bond issue. It was felt that no difficulty would be met in securing bond issues for an extended building program if the voters were made acquainted with all the needs, the entire cost and the time required before such an undertaking was started.

Such a survey of our needs and a definite building program was made by the U. S. Department of Education under the direction of Miss Alice Barrows. This survey recommended that we divide our building program into 3 five-year periods and detailed the buildings to be replaced in each period and the reasons therefor.

In making this survey, information relative to the cost, age, type and size of our buildings was compiled. Details of lighting, heating, ventilating and other factors regarding the degree of suitability of each of our buildings was studied. Also, the districts contiguous to each school were covered and features noted which had a bearing on the ultimate population of a district such as a change from residential to apartment house, manufacturing or ware-



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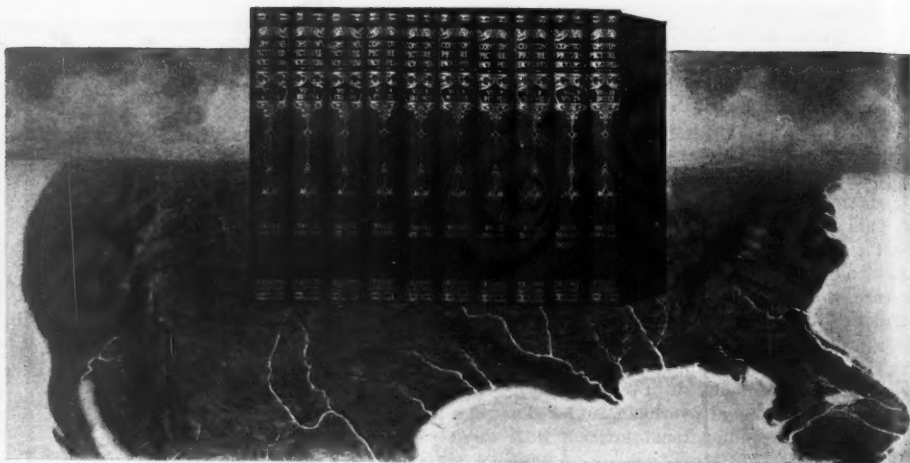
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F. E. Spaulding.

Head of the Department of Education,
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house districts, gulches, hills or railroads, acting as barriers or natural division lines, or the location of schools in reference to park or public playground facilities.

Studies were made in conjunction with the several public service utilities of the anticipated future growth of the city, the location of our schools relative to the centers of school population and the need and location of future schools. As Portland will replace nearly one-half of its present school buildings with permanent fireproof buildings in the next 15 years, no effort was spared in attempting to correct past errors and avoid future.

The building program as submitted to the voters provided for 3 bond issues of approximately \$5,000,000 each, and the first of these was approved by a large majority at the last election. Of this first issue, \$775,000 will be used to purchase new sites and additions to our present sites. Five acre sites for the elementary schools is the goal and all contemplated property purchases is included in this first issue. The two future bond issues of \$5,000,000 each, will all be devoted to new buildings.

The Survey and recommendations provided estimates for both the continuation of the traditional system and the use of the platoon or work-study-play plan. The adoption of the platoon plan was decided upon and our new buildings are being planned with this in view. Had it been decided to continue along the present traditional system it would have necessitated bond issues totaling \$24,000,000, instead of \$15,000,000 as contemplated.

M. O'DELL,

Superintendent of Properties,
Portland Public Schools.

Cleveland, Ohio.—At the close of the war Cleveland found itself in the condition of all other large cities. School building had practically stopped during the War. Industrial activity caused a rapid increase in city and school population, and on the heels of these changes appeared the still more rapid rise of upper grade school enrollments. In 1919 the situation was so acute that a building program of approximately \$25,000,000 was formulated to cover school housing needs.

To finance this expansion it was necessary to issue bonds. Taxes were not at that time or any other time adequate for more than the maintenance and operation of the school system. Bonds were voted and issued as follows: \$4,000,000 in 1920; \$10,000,000 in 1921; \$5,200,

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000 in 1922! and \$4,800,000 in 1923 (voted but not all sold). These bond issues, \$24,000,000 in total, were voted at three different elections to finance the 1920 building program.

The condition of housing at that time was indicated in a report by the department of school housing under date of June 1, 1920, which reveals the following conditions: There were 10,000 pupils for whom there were no standard class rooms available; an estimate of 36,787 increase in school enrollment within the next ten years was made.

The Cleveland Board of Education has recently adopted another building program to be completed within two years. If finished by that date the crowded condition long existing will be almost eliminated.

Everyone desires to enter a "pay-as-you-go" policy with school building. However, re-appraisal of properties and the application of the present rate of taxation have not yet yielded enough money to make this possible. It is therefore, quite likely that under the pressure of increasing crowding of schools, the Cleveland Board of Education will again have to ask for some \$10,000,000 of bonds in the very near future.

The important factor in the Cleveland school housing situation is the necessity for speed in completing the building program. Otherwise another two years will see housing conditions

The 1925-7 Program contemplates:

266 elementary class rooms:

171 Junior Highs,

175 Senior Highs.

The above program of school expansion has been based upon plans of the Superintendent of Schools, R. G. Jones. The new program has been formed as a result of very careful studies of population trends, utilization of school buildings, rehabilitation, needs in old buildings, the effect of transportation, industrial tendencies, etc. These studies have been very complete, and have utilized all the usual applying to the evaluation of such needs. Our difficulty lies not so much in finding out where we are going as in securing the means of getting there.

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HIGH SCHOOL CONVENTION

(Continued from Page 299)

State Superintendent Will C. Wood and Commissioner A. C. Olney; (4) requesting the commissioner to appoint a standing committee of nine, to be known as the "Committee on High School Curricula," and to report annually to the High School Principals' Convention.

(5) Recommending appointment of an Assistant Commissioner of Secondary Schools; (6) declaring that the Junior High School should be free from undue interference on the part of the Senior High School; and that the Senior High School should not be hampered by the implied shortening of its course through the acquisition of Senior High School credits in Junior High School.

(7) Requesting the State Superintendent to propose to the proper authorities changes in the present regulations governing certification of teachers so that short term certificates may be issued to specialists in the field of adult education other than the strictly vocational. That those serving under such certificates be exempt from the operation of the Teachers' Retirement Fund Act; (8) necrology,—E. Morris Cox; E. R. Snyder; (9) recommending the modification of the provisions of Bulletin 23 in such manner as to permit Smith-Hughes students to pursue courses in English, Citizenship, and similar subjects in regular high school courses.

Teachers to whom drawing makes particular appeal will be interested in investigating the methods of the Advertising-Art School, 235 Montgomery St. Fashion drawing and general commercial art are taught by H. L. Livingston, professional commercial artist, whose studio adjoins the class room. There is no class or competitive work. Students are taught individually, drawing actual merchandise, in the manner and atmosphere of the commercial art studio. Monthly cuts are made of the best drawing of each student during the month, and in general students follow the practical procedure of the commercial art studio. Visitors are always welcome.

National Music Week will be celebrated throughout the country May 17th to 23rd. President Calvin Coolidge is honorary chairman and over 1,000 cities will participate. Many communities are planning elaborate musical pageants and festivals.

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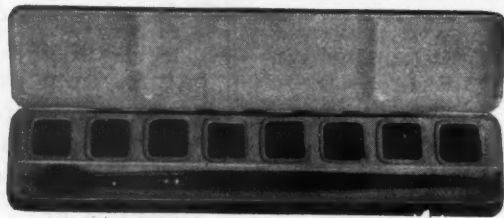
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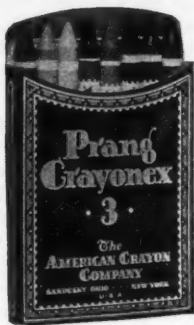
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MENTAL TESTS

(Continued from Page 310)

Pasadena includes still another factor and this is the "social index" or composite of character ratings.

In Pomona the tests both educational and mental show a wide range in practically every class in the system. Adjustment rooms and a card system which shows the results of the tests and which may be transferred from school to school as the child moves are our greatest needs. A lack of these is preventing a satisfactory application of the results of the tests.

San Diego suggests that the big problems are the "4th Trackers"—and "Long and Shorts"—the adult mental-defective types requiring small class enrollment and intense study.

Shasta thinks that standard tests should fit a uniform state curriculum in order that the educational achievement could be measured.

San Bernardino is not at all sure that the results it secured on these points are correct, but there is an arrangement in the junior high school by which the pupils may be transferred at the end of each quarter, thereby correcting any mistakes in classification.

Long Beach makes a strong plea for mental and educational tests. "We recognize a wide range of differences among pupils in the same group. This recognition of differences has been due to mental tests. Schools are now more inclined to suit courses to pupil needs and differences than before mental tests pointed out these differences. Should mental tests be banned for their imperfections? Such a spirit would have nipped all progress in science and industry. They should be used freely and used carefully. Only by use and criticism can they be improved."

The Gifted Child

Of the many problems in connection with homogeneous grouping of pupils, one of the most interesting is the problem of the gifted child. If he be placed in a special group what is the effect upon him, and upon the school in general? Shall the curriculum be enriched or shall the pace be accelerated? The best counsel seems to favor enrichment of the curriculum. Miss Lula Stedman, training teacher in charge of the opportunity room, University of California, Southern Branch, says in her book on the "Education of Gifted Children", "It is not wise to push the exceptionally gifted child as rapidly as possible through the grades and to send him to the high school at an age at which he is socially unable to affiliate with

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chased from the United Drug Co. more than \$70,000,000 of goods, for the most part small articles for daily use.

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his classmates." For a full discussion of this subject see report on the Education of Gifted Children, part I of the Twenty-Third Year Book of National Society for the Study of Education.

Individual Differences

In closing, I desire to call attention to the Twenty-Fourth Year Book of the National Society for the Study of Education, Part II, Adapting the Schools to Individual Differences. There is a good account of Burk's individual system as developed at Winnetka, Illinois, and also of the laboratory plan inaugurated by Helen Parkhurst in Dalton, Massachusetts. Both experiments are attempts to overcome the deficiencies of the "class lock-step system." The discussion of homogeneous ability-grouping is pertinent and timely. Perhaps the most valuable chapter in the Year Book is the one by William H. Kilpatrick, Teachers' College, Columbia University, on the relative merits and deficiencies of individual education and of group education.

The California State Department of Education has issued a revised and perfected form of school budget, for the school year 1925-1926. Funds for maintenance are plainly segregated, on the new form, from teachers' salary funds. The analysis of high school expenditures includes—(1) general control; (2) teachers' salaries; (3) other expenses of instruction; (4) library; (5) operation of school plant; (6) maintenance of school plant; (7) fixed charges; (8) capital outlays; (9) auxiliary agencies and sundry activities; (10) laboratory supplies; (11) totals.

Rural school people throughout California will be interested in a valuable booklet which is being distributed by the National School Supply Association. Persons desiring copies may secure them free by addressing the Association at Jackson Boulevard, 53 West St. Chicago, Illinois. The following standard list of items given in this booklet, showing what every one-room school should obtain to do effective work will be suggestive: Pupils' Desks; Teacher's Desk; Teacher's Chair; Boys' Cloak Room; Girls' Cloak Room; Chemical Toilets for Boys; Chemical Toilets for Girls; Sanitary Drinking Fountains; Uniform Ventilating and Heating System; Book Cases; Library Books; Teacher's Filing Cabinet; Set of Maps in Case; Set of American History Charts; Set of Primary Reading Charts; Set of Physiology Charts; Talking Machine; Playground Apparatus; Cabinet of Weights and Measures; Cabinet of Cubical Blocks; Flag Pole and Flag; Wire Window Guards; Window Shades of Color and Texture; School Clock; School Bell; Suspension Globe, 12 inches or more; Blackboards, 40 lineal feet per room; Blackboard Erasers; Blackboard Crayon; Eraser Cleaners; Fire Extinguishers; Dictionary; Dictionary Stand; Pencil Sharpeners;

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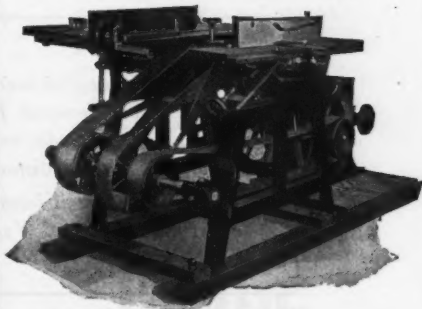


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The booklet suggests that, to the equipment listed above, the following be added for Consolidated schools: Gymnasium; Gymnasium Equipment; Transportation Wagons; Assembly Room with Seating; Piano; Kindergarten Room with Equipment; Laboratory Furniture; Laboratory Supplies; Domestic Science Furniture; Domestic Science Supplies; Manual Training Benches; Manual Training Tools; World History Maps; Additional Playground Apparatus; Measuring and Weighing Scales; Wood Working Machinery; Typewriter, Desk and Chair; Principal's Office Properly Equipped; Duplicating Machines.

The California School Masters' Club will hold a dinner meeting at the Hotel Whitcomb Saturday evening, May 9th. Mr. H. W. Campbell, Principal, Elmhurst Junior High School, Oakland will preside. The program will be devoted to the curriculum survey now being conducted throughout California under the direction of Dr. W. C. Bagley. For further information address Dr. I. C. Hatch, 142 Hugo Street, San Francisco.

In 1926-27 will be made the first awards of the Guggenheim Foundation. Forty to 50 fellowships abroad will be granted annually; open to men and women, married or unmarried, and of every race, color and creed. There is no restriction of the subject to be studied or the place where study is to be pursued. The fellowships are open not only to candidates engaged in research work along academic or artistic lines but also to those interested in the workings of foreign systems of government, in the study of social or business conditions or in productive scholarship in the fields of the various learned professions, art and music being especially mentioned as among the subjects contemplated.

The principal obligation imposed on the holders of fellowships is that they shall produce contributions to knowledge in their special subjects and secondly that they shall make the results of their studies publicly available. Where necessary and deemed wise the Foundation will give financial assistance towards publication.

It is expected that the fellowships will ordinarily be used for study in Europe, but they may be used as well in other parts of the world, as, for example, the United States, Latin America, Australia or the Far East.

The executive office of the Foundation is at 2300 Pershing Square Building, New York City, in charge of Mr. Henry Allen Moe.

The Modern Language Association of Southern California issues a commendable "Bulletin", which is now in its tenth volume. It carries an admirable array of materials for the teacher of modern languages. A recent issue contains a notable article upon the international language problem, by Professor Albert L. Guerard, University of California, Southern Branch. He pleads for the adoption of a universal language, such as Esperanto.

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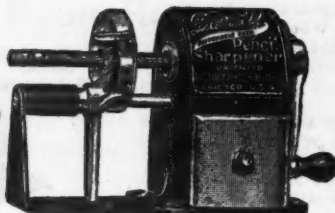
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CALIFORNIA COUNCIL OF EDUCATION

(Continued from Page 314)

In June. Report on Kindergarten Systems, Ethelind Bonney, Chairman (report presented by Mrs. Eugenia West Jones); report to appear in June. Special Report on Tenure, Fred M. Hunter; report in this issue. Sabbatical Leave, Ed I. Cook, Chairman; to appear in June. Social Status of Teachers, Miss Jeannette Jacobson, Chairman; to appear in June. These reports were all approved and committees continued.

Chairman Bachrodt of the Special Committee appointed to consider the matter of "rule of procedure" for the formation of new sections, made a brief report which resulted in the continuance of the committee, the purpose of which would be to work out a set of definite rules as to the size of groups or units in the State Association.

Chairman Clifton of the Committee on Religious Education, made a brief verbal report. Chairman Keppel, on suggestion of Mrs. Peck of the Committee on Retirement Salary, discussed this question. Director Sandifur made an appeal for the securing of the meeting of the N. E. A. for Los Angeles in 1926. Director Whaley spoke of the inadequacy of the arithmetic text now used in the schools. The Secretary made announcements relative to Public Schools Week, and to the N. E. A. Mr. L. P. Farris, who was present, representing the Placement Bureau of the C. T. A., asked the co-operation of all in making this branch of our work a success.

During an interval in the afternoon session, the representatives from the various sections met in caucus to nominate members for the Board of Directors and for the advisory editorial board. Members were nominated as follows, and on motion in each instance, the Secretary was instructed to cast a unanimous ballot, which was done.

Board of Directors

Bay Section: Fred M. Hunter, Miss Mary Mooney.
Central Section: William John Cooper.
Central Coast Section: Robert L. Bird.
Northern Section: Sam Chaney.
North Coast Section: Roy Good.
Southern Section: Walter B. Crane, William P. Dunlevy, Mark Keppel.

Advisory Editorial Board

Bay Section: Roy W. Cloud.
Central Section: Miss M. L. Richmond.
Central Coast Section: Miss Ellen Cox.
Northern Section: Mrs. Elizabeth Hughes.
North Coast Section: George C. Jensen.
Southern Section: J. A. Woodruff.

On motion that the Board of Directors be requested to name Mr. Keppel as President to succeed himself, the Secretary assumed the Chair, and unanimous approval was given by the Council. Meeting adjourned.

ARTHUR H. CHAMBERLAIN,
Executive Secretary.

(Continued on Page 345)

INSTRUCTION IN MAKING GARDEN POSTERS

(An excerpt from one of our Art Service Letters on this timely topic telling a second-grade teacher how to present the subject.)

"Cut flower shapes—all different—from lightly tinted papers, which the children have completed with 'ARTISTA' Water Colors the previous day.

"Outline the flower and leaf forms with a firm line of 'CRAYOLA' in color. (The children will already have begun to do this. Did you ever watch a child who was busy cutting? After his tongue goes in he reaches for his precious box of 'CRAYOLA,' even though you have not suggested it, and his arm movements begin.)

"Combine the flowers with lettering in 'CRAYOLA.' Make a large group poster from the flowers left over.

"The luncheon napkins for the Parent-Teachers' Meeting could be decorated with flowers in the corners."

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No. 44

Say you saw it in the Sierra Educational News

COUNCIL OF EDUCATION*(Continued from Page 343).***Meeting of the Board of Directors****April 10, 1925**

THE Board of Directors of the California Council of Education met, pursuant to call, at the Arlington Hotel, Santa Barbara, April 10, 1925, at 7:00 o'clock p. m.

Present at meeting when called to order by President Keppel were members, A. J. Cloud, Mrs. Cecil Davis Peck, Roy Good, Walter Crane, Ida C. Iversen, Mark Keppel. Absent members, William John Cooper, Charles C. Hughes and E. Morris Cox, whose death occurred a few weeks before the meeting.

Minutes of the last meeting were approved as printed.

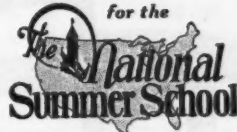
Following some preliminary announcements by President Keppel, items of unfinished business were brought forward. Secretary Chamberlain reported that he had, on instructions, drawn a check in the sum of \$750 in the interest of Paul Stewart, whose case at law affected the whole State. Secretary also reported a sum of \$43.50 paid to Mrs. Grigsby on account of the case in Napa County, involving question of tenure. Check also for \$100 had been drawn in favor of Mr. C. H. Neilsen, former County Superintendent of Butte County, in the rural supervision matter. On motion of Mrs. Peck, these items were approved.

Secretary reported that premium had been paid for the continuance of the bonds covering the Secretaries of the various sections of the C. T. A. He also reported that on the basis of membership in the N. E. A. that California was apparently entitled to 35 delegates. If these delegates were apportioned to the various sections on the basis of their N. E. A. membership, such representation would be substantially as follows:

Bay Section 12; Central Section 2; Central Coast Section 1; Northern Section 2; North Coast Section 1; Southern Section 17. The question of delegates was passed over to be determined by the Council.

Communication was read from Mrs. Eugenia West Jones asking for a financial contribution to assist in entertainment of delegates to the International Kindergarten Union meeting in Los Angeles, July 8 to 11. There was unanimous opinion that the cause was a worthy one and merited support. Question was raised, however, as to whether a precedent would be established if appropriation was made and whether this might lead to difficulties in the future. With the understanding that an appropriation in this connection would not be construed as establishing a precedent, the sum of \$250 was, on motion of Mr. Crane seconded by Mr. Cloud, voted the I. K. U.

As indicating the interest manifested by teachers and organizations throughout the State, toward the enactment into law of a satisfactory legislative program, Secretary reported willingness on the part of the Santa Clara Teachers' Association to contribute \$300 in this connection. Thanks of our organiza-

*(Continued on Page 347)***28 Distinguished Educators**

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COUNCIL OF EDUCATION

(Continued from Page 347)

tion had been extended the Santa Clara County Teachers' Association, for their generosity, with the explanation that at the present time funds were not needed, but that in an emergency we should be glad to call upon them.

J. E. Buckman, County Superintendent Tulare County, urged the formation of a new section of the C. T. A. on the basis that Tulare County Teachers were unable to attend the Central Association meeting at Fresno, and that if they were not permitted a new section the membership would shrink. The question was referred without recommendation, to the consideration of the Council.

The Auditor's report was, on motion of Mr. Crane, approved. On motion of Mrs. Peck the statement of financial condition as of December 1, 1924, and the statement of revenues and expenses, together with the budget for 1925, were approved.

The President, Secretary and Director Cloud were made a committee to prepare appropriate resolutions upon the death of Mr. Cox, to be presented to the Council.

Consideration was given numerous minor matters and the Board adjourned.

ARTHUR H. CHAMBERLAIN,
Executive Secretary.

Meeting of the New Board of Directors

April 11, 1925.

THE newly-elected Board of Directors of the California Teachers' Association met in Hotel Arlington, Santa Barbara, California, at 4:15 p. m. of Saturday, April 11, 1925, with Directors Crane, Dunlevy, Hunter, Mooney, Good, Cooper, Chaney, Bird and Keppel present. Director Keppel called the meeting to order, and on motion of director Chaney seconded by director Good, Mark Keppel was unanimously elected as President for the ensuing year.

On motion of Director Cooper, seconded by Director Bird, Arthur H. Chamberlain was elected Executive Secretary for the ensuing year.

The Board discussed the policy of the Association at considerable length and appointed Directors Cooper and Hunter a committee to discuss the matters with Secretary Chamberlain.

On motion of Director Hunter, seconded by Director Dunlevy, the Secretary's salary was fixed at \$7,500 for the ensuing year.

At 4:40 p. m. the Board adjourned on motion of Directors Mooney and Hunter.

Mark Keppel, reporter.

Dr. Henry S. Curtis, director of hygiene and physical education for the Missouri State department of physical education, will be in California this summer and give a six weeks' course at the University of Southern California.

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PARENT-TEACHER ASSOCIATIONS

(Continued from Page 315)
100,000 Members

We will no doubt reach our goal of 100,000 members, and will have organized about 125 new associations. Since the total is only about one-fourth the number of public schools in California, we feel that our work is not as yet nearing completion. Many superintendents are trying to organize P.-T. A.'s to help them overcome the handicaps in the one-teacher schools. There are about 1,800 of these in California, we understand—while the total of all in the United States is about 175,000.

The rural schools have serious problems in attendance, in lack of information as to educational ideals, in lack of supervision, in health and nutrition and many other equally serious handicaps but none more serious than the indifference of parents as to school conditions. We wish superintendents could persuade them to attend model schools and then improve their own. The P.-T. A. is seeking to overcome indifference and to create a desire to help secure equal opportunities for all children.

THE FRESNO MEETING

Mrs. George Wale

MRS. Henry Droge, of Fresno, president of the eleventh district California Congress of Mothers and Parent-Teachers Associations, brought a convention "preparedness" message from her co-workers to the recent executive board meeting. Fresno is to be the hostess city on May 14, 15 and 16, for the twenty-sixth annual convention of the California Congress, now numbering 122,000 members. A pre-convention program will be presented Tuesday night, May 13, when important addresses will be offered by State Superintendent of Public Instruction, Will C. Wood and Professor Vaughan MacCaughy of the California Teachers' Association.

New associations enrolled this month total 4, with 1053 members. The intensive campaign now being waged for safety upon public highways in the interest especially of school children is receiving fresh impetus every day, according to Mrs. Robert L. Cardiff of Santa Cruz, special chairman.

Kindergrams 1925 is a beautifully illustrated annual published by the kindergarten teachers of San Bernardino, California. It includes an interesting and helpful group of articles concerning the kindergarten education in that progressive city. Of special interest are the pictures of kindergarten groups.

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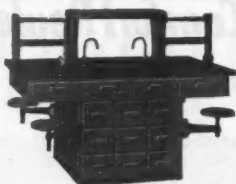
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SUMMER SCHOOL DIRECTORY

Arrillaga Musical College. June 22 to July 25. A few years ago San Francisco did not boast any great musical activity during the summer. The few conservatories that attempted summer sessions found it very difficult to carry on this work. However, by persistence the various San Francisco schools have finally reached the point where they attract more pupils and with more gratifying results each summer. The Arrigilla Musical College offers special courses adapted to the particular need of teachers. There have been recent additions to the faculty. An orchestral department has been organized, which will appeal to teachers who are conducting school orchestras.

The summer course will consist of, historical analysis by Achille Artigues, president of the College; history of music by Vincent de Arrillaga, director; composition and psychology of music for the Bohemian Club Play; vocal pedagogy, by Mynard S. Jones, choral leader and singing teacher; piano pedagogy by Raymond White, concert pianist; harmony, by J. C. Hadley; orchestration and direction, also time classes, by Chesley Mills; voice repertoire, by Frances Dwight Woodbridge. The lectures will be given every morning of the week. Special facilities are offered to those who wish private lessons in the various subjects. Credits are granted which are recognized by the State Board. Besides the lectures there will be recitals by individual professors and by orchestral and choral classes.

The 1925 opportunities for summer study in San Francisco will be better than ever. The various institutions and managers of artistic attractions are bringing some of the best musical talent of the country for class and recital work. Those who enroll at the Arrillaga Musical College for instruction will have an opportunity of hearing, not only those concerts given at the College, but also those of the various visiting artists.

California School of Arts and Crafts. 2119 Allston Way, Berkeley. Nineteenth Annual Summer Session June 22nd to July 31st, 1925. The California School of Arts and Crafts has won an annual reputation because of the high quality and diversity of its summer institution. This year the personnel, equipment, and materials are to be larger and better than ever before. Courses are offered in the following: Applied design; basketry; batik; block printing and stenciling; bookbinding, constructive design; costume design and illustration; drapery and features; elementary and advanced antique; figure painting; figure sketching; free-hand drawing; graphic design and lettering; instrumental drawing; interior decoration; leather work, loom weaving, mechanical drawing, metal work; methods of teaching, nature drawing, outdoor landscape painting; outdoor sketching; paper folding and cardboard work; pen-and-ink; perspective; pictorial block printing; pottery; primary construction work; school sup-

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How many times you have wished to follow the trail of the Padres over the Coast Highway, visiting the spots made famous by them and viewing the scenic beauty in the out-of-way places.

See the "Big Trees" at Santa Cruz, the 17 Mile Drive, the Artists' and Writers' Colony at Carmel, Historic Monterey, Del Monte, the "Street of Spain," the Monticito Drive and the Mission at Santa Barbara. Hollywood and the Movie Studios.

Stop overnight at the World Famous Hotel Del Monte, the Arlington or Samarkand at Santa Barbara. Plan your itinerary to cover this 3 Day Personally Conducted Motor Observation Parlor Car Tour—including all expenses \$47.50.

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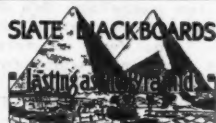
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The special course in School Supervision to be given by Mrs. Grace C. Stanley, Commissioner of Elementary Schools, is intended to give a practical knowledge of the problems of school administration and school supervision as related to all types of schools,—rural, city and town, elementary, high and junior high. This course will meet the requirements of the State Board of Education for the course in school supervision required of applicants for both the school administration credential and the school supervision credential. Students satisfactorily completing the course will be granted two units of credit.

Students desiring credit for courses taken in the Summer School to apply toward degrees should consult the Registrar. Early registration is always desirable. Students may register for the Summer Session at any time during March, April, May and June. Definite class assignments will be made on Saturday, June 20, and Monday, June 22. Class work will begin on Tuesday, June 23.

The tuition fee for the Summer Session is \$30.00 for full day attendance; \$18.00 for half day attendance. The tuition fee for students taking special lecture course only, either in School Supervision or Content and Procedure in Teaching Art, is \$10.00. Full day students may take either of the two special courses without extra charge, while half day students may take either or both of the two special courses at the nominal additional charge of \$3.50 for each course taken.

Laboratory fees are charged in Bookbinding, \$2.50; Basketry, \$3.00; Leather Work, \$2.50; Metal Work, \$3.50; Primary Construction, \$2.50; Weaving, \$2.50; Pottery, \$3.50.

Credit for many courses taken in the Summer Session will apply toward degrees. Attendance at four summer sessions will be accepted from candidates for degrees in lieu of the requirement of one year of residence work, provided such candidates have to their credit a sufficient number of acceptable units to make possible their completing the required work within this time. A special folder on how to secure advanced standing will be sent on request.

DeVry Summer School of Visual Instruction.

July 27,-Aug. 1. Another bit of evidence that Visual Instruction has really arrived among educators, is the DeVry Summer School of Visual Instruction to be held at Chicago this summer, during the week of July 27th. The School has an array of educators on its program that establishes its serious purpose and high ideals. All phases of Visual Education will be taught during the week—its location in the DeVry Building will give unusual opportunities for the technical studies in motion picture machine construction and operation. No tuition will be charged.

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JUNE 22

SUMMER O.A.C. SESSION

JULY 31

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HOME ECONOMICS

Of one California teacher the Bulletin of the California Home Economics Association last October reported that she "attended Summer Session at O. A. C., which gave her so many new ideas that she came home and reconstructed her entire course of study."

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Not the least interesting, will be the inspection of a moving picture studio in the midst of making an educational production—where students can see the whole process—director, actors, studio sets, lighting, camera work, developing and printing of the film.

The course will be conducted by A. P. Hollis, a national authority upon visual education. A resident staff of six, with twelve special lectures, make up the instructional staff. All of the major phases of visual education, practical and theoretical, will be presented and discussed. Abundant laboratory and field work is provided. For further information address the director, Summer School, 1111 Center St., Chicago.

Oregon Agricultural College. Corvallis. June 22 to July 31. The 1925 summer session will feature the great athletic coach, Knute Rockne. Rockne's system will be taught in full detail; also the technique of Karl Heckrich, of the Minneapolis Athletic Club. Other coaches will include two Olympic champions, and will cover football, baseball, basketball, wrestling, and swimming. An unusual opportunity is thus afforded to high school men, at no advance in fees.

Home Economics is another strong department at Corvallis, and has attracted many brilliant and successful teachers. The registration fee of ten dollars admits to all courses.

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For further data, address Director, Summer Session, Oregon Agricultural College, Corvallis, Oregon.

Pomona College. June 22 to July 31. Favorably situated within an hour of Los Angeles. Within easy reach of the Sierra Madre Mountains and the Pacific Ocean. Maintains this year for the first time a summer session adapted to meet the needs of public school teachers, as well as undergraduates and students of the usual subjects in a college of arts and sciences.

The large concrete buildings of Spanish architecture are cool and comfortable throughout the period of the session. Harwood Court, the new dormitory for women, will provide comfortable living conditions and attractive social opportunities. Charges for room there, and board at Claremont Inn, are reduced to the minimum for the benefit of summer session students.

A representative group of the faculty, supplemented by experienced teachers from institutions of recognized standing, offer courses most certain to be in demand. Nineteen courses are offered in the field of education, covering all courses required for elementary, secondary or administrative certification in California. Special attention should be called to opportunities for practice teaching. There will be fine leadership in art, music and drama, and special training in the problems of fostering these arts in community life. Mrs. M. G. Flanagan, one of the distinguished graduates of the Harvard 47 Workshop and director of the Experimental Theatre of Grinnell, will give courses in modern drama and the producing of plays. Problems of the country school and community will be treated in a conference on "The Better Rural Community" and in courses on "the rural school, the rural church, and the problems and opportunities of the teacher of agriculture."

A special residence for students using the Spanish language has been provided. Courses in Spanish appropriate for students in every stage of mastery of the language are offered. Dr. Joseph Pijoan, a scholar of international reputation, will give courses in the history of art, the sources of Spanish-American history, and the legends of Spain.

In cooperation with Pomona College the city of Pomona will open two complete grammar schools where supervised practice teaching can be conducted. The advance enrollment in these elementary schools totals 475, warranting the opening of 14 rooms under regular public school conditions. Practice teaching will be supervised by Dean W. E. Nicholl, chairman of the department of education of Pomona College, and by experienced critic teachers, while prac-

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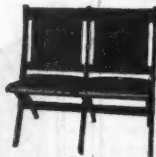
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tice teaching in public school music will be under the charge of Miss Elizabeth Peterson, assistant professor of music at the Fresno State Teachers College.

San Diego State Teachers College. Term 1. June 29 to August 8, Term (a). August 11 to September 1. Term I. Forty Education Courses. The Curriculum, Supervision, History of Education, Character Education, Educational Measurements, Child Growth, Principles of Elementary Education, Principles of Junior High School Education, Public Education in California, United States Constitution, Civic Education, Class Management, Junior High School Mathematics, English and Science, Primary Education, Story Telling, Children's Literature, Music Appreciation, Methods in Arithmetic, Geography, Art, Reading, Music, History, Elementary Industrial Art, Costume Designing, Foods, Nutrition, State Program in Physical Education. Collegiate Courses in Literature, History, Geography, Geology, Spanish, French and Public

Speaking by notable university and college professors.

Term II. A session of 20 days, including Saturdays, from August 11th to September 1st. Courses only in California School Law, the United States Constitution, Civic Education and Principles of Elementary Education.

Students who wish to attend the second term of the summer session should reserve for that term courses in the Constitution, education for citizenship, public education in California and the principles of elementary education, since the courses named are the only ones given in this term. In the first term are offered over sixty professional and collegiate courses, including some very strong courses in the field of administration and supervision.

The second term provides an opportunity in southern California for teachers who need more than six units of credit and for the group needing particularly the six units prescribed as the minimum by the State Board of Education. A student attending both terms can secure a

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total of ten units of credit,—six in the first term and four in the second term. Address, Registrar, State Teachers College, San Diego, California.

San Francisco State Teachers College. June 22 to July 31.

The new developments in education will be featured. One of the courses will be under personal direction of Mrs. Grace Stanley, State Commissioner of Elementary Education, and will take up the principles and practices of Creative Education. Mrs. Adelia Samuels will have charge of a demonstration school, showing the practical application of this work.

Another course is in "Individual Instruction," which is attracting much attention in this country. This course includes demonstration classes. Those taking it can see the system actually in operation and can study at first hand the remarkable progress that children make under it.

A strong offering in the social sciences will characterize the academic program. Eight courses will be given, taking up not only the usual history, constitution, sociology, and economics work, but going into the psychological factors of Social Science and the Doctrine of Personal Liberty.

The courses in education are more extensive than formerly. Laboratory work in test and measurements, junior-high-school principles and methods of teaching, and a strong trio of offerings in psychology, take the prominent places. Two classes in the new Visual Education Movement are on the schedule. Dr. Burk was much interested in Visual Education, and before his death authorized the collection of an unusually large amount of interesting material, with which the summer classes will work.

The usual courses in English, Music, Art, Science, etc., will be offered. Music, this summer, has been emphasized strongly; eight classes are listed. The department of physical education will add to its regular dancing and rhythmical activities classes a course in the organization and management of athletics and games. For further information address A. B. Anderson, president, State Teachers College, San Francisco.

The Santa Barbara State Teachers College will conduct its usual summer quarter beginning June 22nd and ending August 14th. There will also be certain six weeks' courses for persons who are unable to remain for the courses running eight weeks. The main lines of work will be in home economics, community mechanics, physical education, art and education or general professional work. A demonstration school will be conducted on the campus. Six units may be earned in the courses running six weeks and eight units in the courses running eight weeks. Santa Barbara has a delightful summer climate and is ideally situated for summer school work. For further information address the President State Teachers' College, Santa Barbara.

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Huntington Lake is situated in the Sierra Nevada, northeast of Fresno, at an elevation of seven thousand feet above sea level. The summer climate is stimulating and the region is one of great natural beauty. It is easy of access both by train and by automobile stage. The Summer School will occupy its new site on the north shore of the lake near its head, about seventy-five miles from Fresno. Adjoining this site is the Lakeshore Resort, with store, hotel, cottages, tents, cafeteria and automobile repair shop. Between Bear and Deer Creeks, immediately to the west of Lakeshore Resort, the Deer Creek Camp Ground is maintained jointly by Fresno County and the For-

rest Service. Full information on accommodations at Lakeshore Resort and also on camping privileges on the Deer Creek Camp Ground will be given in the regular summer school announcement.

For the coming season, the faculty will be larger and more courses will be offered than during any previous summer session. A special course in Surveying, equivalent to CE3 at the University of California, is offered to students qualified to undertake it. Work in this course will open on June 22nd and continue four weeks. Students taking this course will not be able to enroll in any other classes. A special circular is issued on this work, a copy of which will be mailed on request.

The regular announcement, containing full in-

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formation on courses of instruction, living accommodations, fees and other details will be mailed to anyone interested. Address: C. L. McLane, President, or W. G. Givens, Dean of Summer School, State College, Fresno, California.

Southwestern University School of Commerce. Twelve weeks, June 15 to September 5. The subjects offered include: Bookkeeping, Accounting Theory I, Accounting Problems I, Accounting Systems, Advanced Cost Accounting, C. P. A. Examination Drill, Business Law, Business Economics, Investments, Business Forecasting and Statistics, Business Arithmetic, Algebra, Political Science, English I, English II, English III, Gregg Shorthand (Beginning and Advanced) Typewriting (Beginning and Advanced) Secretarial Training, Office Practice, Gregg Shorthand Teachers' Course. Tuition per month for the summer term is \$22.50. For further information, address the President, Southwestern University, 1121 South Hill Street, Los Angeles.

Stanford University, June 23 to Aug. 29. Before all the trunks and treasures of departing seniors are taken from the campus there is an influx of new arrivals at Stanford, for on the day following our annual commencement in June students register for the summer quarter. The summer quarter does not differ from the others, except that emphasis is placed on the work of certain departments in order to meet the special needs of those in attendance. An important group in summer is composed of graduate students, among them many teachers who devote their vacation time to work for advanced degrees or special study for their profession. It is not surprising, then, that emphasis is placed on the work of the Department of Education, or that the enrollment of graduate students for the work is large. The Theatre Workshop class of the Department of English undertakes the entire production of a series of plays during the Summer Quarter. This is invaluable training for those who expect to direct plays in schools or communities, for not only are the roles assumed by students, but they are given experience also in stage management, design, building, painting, and lighting. In addition to the training to be had in this course, the productions afford pleasure for the entire University community. For the summer series of 1925, "Outward Bound," and "Fashions for Men," a translation from the Hungarian of Franz Molnar, have been selected for production in the Stanford Assembly Hall. The most ambitious production of the season will be an outdoor performance of the classical Greek tragedy, "Electra." There are many opportunities for outdoor recreation during the summer. The climate is cool and delightful; the days are clear and bright, and free from rain. The near-by foothills are most inviting for picnics and hikes. On the campus, tennis courts and outdoor swimming pools for men and for women are in popular demand. Under the auspices of the University, excursions by motor are organized for week-end trips to the Lick Observatory on Mt. Hamilton, to the Big

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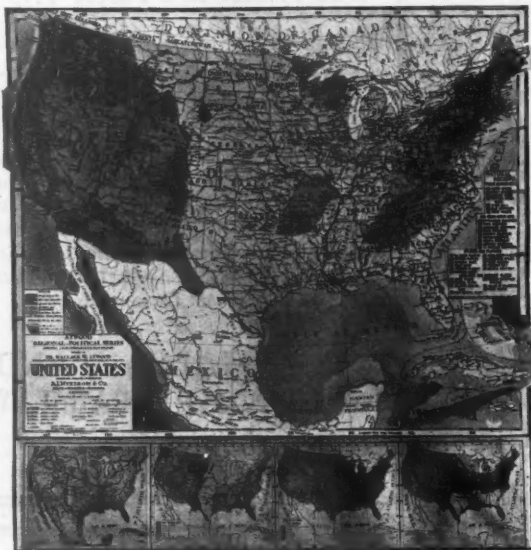
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State Teachers' College, San Jose. June 22 to July 31. Co-operation of the several state departments enables San Jose State Teachers' College to present varied program of courses, combined with professional supervision in every department. Required subjects for the general elementary, kindergarten-primary, junior high school, administration, and supervision credentials will be given. Special certificates in music, art, physical education, home-making, occupations, and home mechanics, are provided for.

A complete program of methods and curricula is scheduled from kindergarten, through intermediate and upper-grade work, and including junior-high-school curricula and problems; each course has supplementary project and reading material. Special opportunity for practice-teaching will be offered in the training-school primary department and in its Demonstration Play School.

Silent reading will receive particular stress, under the instruction of Dr. George E. Free-land. Junior-High-School mathematics will be offered by Acting-President H. F. Minssen. Recent developments in educational and mental measurements will be presented. A course in Boy Scout leadership will be given under the direction of Mr. H. E. White, executive for Santa Clara and San Benito Counties.

Mr. Earl Towner, director of music, and nationally-known composer, heads a talented staff of music instructors. Mr. E. R. Knollin and Miss L. E. Herron, physical education directors, offer as a part of their program, a Play School, under direction of Miss Alice Bassler. The Department of Home-Making, now housed in its new, well equipped buildings, offers complete programs in clothing, costume-design, tailoring, nutrition and dietetics, food and food principles, and interior decorating. The Department of Occupations and Home Mechanics, also in new buildings, presents carpentry, house construction, automobiles, gas-engine repairing, furniture construction, clay and cement work, painting and finishing, pipe-fitting, plumbing, sheet-metal work, auto and home electrics, drafting, vocational guidance, radio.



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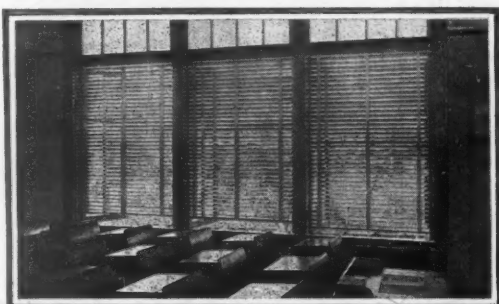
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The English Department has a doubled number of courses and increased faculty which includes Dr. Henry Meade Bland, internationally recognized poet, and Miss Helen Dimmick, dean of women. Recreation of many kinds--swimming, hikes, excursions, movies, lectures, concerts,--are provided. There will be a state registration fee of \$10. Further information may be secured by addressing Dr. George E. Freeland, Director, Summer Session, State Teachers' College, San Jose.

Stout Institute. Menominee, Wisc. Summer Session, June 22 to August 21. Stout Institute is supported by the State of Wisconsin to prepare teachers of the industrial and household arts. It has high rank in this field. The Summer session brings together a notable faculty. The catalog and pictorial bulletin (the latter profusely illustrated) will be sent upon request. Address, Dean Summer Session, Stout Institute, Menominee, Wisc.

Miss Swope's Summer School. The following article was contributed by a prominent educator of the State who has been in close touch with Miss Swope's Summer School for several years: "The teachers of California, as well as elsewhere, are coming to look forward each year to Miss Caroline Swope's Summer School. Teaching technique has been changed in many quarters, because principals and superintendents have advised their teachers to attend this institution. It is one which meets the educational, as well as the practical needs of the teachers of the elementary schools.

Miss Swope holds two sessions, one at Santa Cruz, from June 29th to July 17th, the other at Long Beach, from July 27th to August 14th. Here will gather teachers from cities and rural districts to receive new inspiration, to hear what scientific contributions have been made in each field, and to discuss problems of school room practice.

The circular lists a faculty which at once testifies to the high standards Miss Swope is holding for her school. It guarantees to the students an excellent type of work. There will be many who have attended in previous years, but who will come back again and again.

The course is intensive to the highest degree, planned to meet a felt need and purpose. It would be well if every teacher entering a class room in September could attend a session in this school. She would return equipped with the best materials and up-to-date methods found in school room practice. She would take with her renewed enthusiasm and a broadened view point of her work.

University of California, Berkeley, June 22 to Aug. 1. Thirty-five departments of study are represented. "General culture" courses in literature, psychology, art, music, philosophy and history are liberally offered. In the science group, geology and paleontology have been added to the usual listings. Social Workers will find courses in criminology, economics and psychology especially suited to their needs.

The program in Education includes sixty

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courses, planned to meet the State Board requirements, as well as to give to the many teachers who attend the session a wide choice in courses which will advance them in their individual fields, and broaden their outlook into other fields. The Play School, under the direction of Dr. Daisy Hetherington, is again to be operated as an educational laboratory.

On the faculty are six foreign visitors, including Fernand Baldensperger of the Sorbonne, Franz Schaffer, geologist from Vienna, Charles K. Webster, Historian from Wales, John Adams of London whose lectures in education attracted great numbers last year, Stanislaw Loria, Psychologist from Poland, Wolfgang Kohler, psychologist from Berlin. Eastern and mid-western Universities are well represented. Outstanding figures in Education are Frank P. Graves, President of the University of the State of New York, J. Crosby Chapman of Yale, Frederick E. Bolton of Washington, Leonard V. Koss and Fletcher H. Swift of the University of Minnesota, Walter S. Monroe, University of Illinois, C. C. Peters of Ohio Wesleyan. Herbert S. Langfield of Princeton is to be a member of the Psychology faculty. For further information address Dean, Summer Session, University of California, Berkeley.

University of California Summer Session in Los Angeles. The eighth annual Summer Session in Los Angeles of the University of California will be held at the Southern Branch from June 27th to August 8th, 1925. Over 200 courses have been arranged under thirty departments. A faculty chosen from leading American universities has been invited to supplement instructors from the University of California at Berkeley and Los Angeles. The enrollment for 1924 was 3526, an increase of 300 over that of the preceding year. Few summer sessions in the United States showed an increase in attendance last year.

California students have an opportunity to meet students from other parts of the United States and from abroad. The International Kindergarten Union will hold its annual convention in Los Angeles this year from July 8 to 11 and the programme for Summer Session has been arranged to include numerous courses in kindergarten-primary education. Dr. Arnold Gesell, of the department of child hygiene at Yale University, who is a national authority on problems of the pre-school child, will be at the Southern Branch during the early part of the Session and will give lectures in this special field.

Dr. Albert Ernest Jenks, head of the department of anthropology of the University of Minnesota, will direct some of the Americanization work offered this summer. Dr. Jenks has been on a year's sabbatic leave, part of which has been spent in studying racial groups in Washington, D. C. He is now in Europe examining certain type sites of anthropological importance. Another feature of special interest will be the ten lectures which Vachel Lindsay, "America's vagabond poet," will give during the early part of the Session. Mr. Lindsay calls his series "Poems and Motion Pictures"



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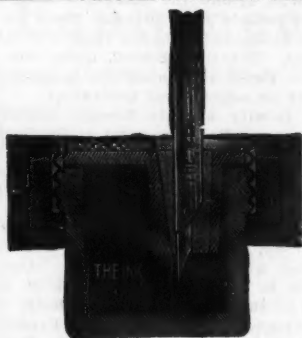
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because he will discuss what he considers a very definite relationship between imaginative poets and the future development of the films. He will read at least one of his poems at each lecture in addition to verse by other poets.

Bulletins of the Session in Los Angeles which give full descriptive material as to courses may be secured upon application to the office of the Summer Session in Los Angeles, 815 Hill Street Building, Los Angeles, California.

Utah Agricultural College. Logan is announcing its second national Summer Session, June 15 to August 29, 1925. Logan, Utah—cool, quiet summering place, nestling in the heart of the Rockies—is now an established mecca of learning and recreation in June and July. Its climate, its charming environs, its nearness to scenic wonders and places of educational interest—are its claim to this unique distinction. Nearly all of the special faculty will be in residence for the entire term. Among the notable visitors will be: Dr. A. E. Winship, Boston;

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The city of Sacramento, through its school system recognizes the value of music to the schools and to the future citizens they develop. In accordance with this recognition, four competent men devote their entire time to teaching band music, and two women devote their attention to the violin. Every school has its band which plays with admirable accuracy and spirit. The pupils thus are given an insight into one of the great, enjoyable vocations, or avocations, of life. At the same time they are given that character-training which results from following directions and concentrating upon so doing. They secure a recognizable motive in their work, and they are morally the better because of it.

Ever since Padre Junipero Serra established the first mission in 1769 and the expedition of Governor Portola went north along the coast in search of Monterey Bay, and accidentally stumbled upon San Francisco Bay, this coast region has been the most beautiful and most romantic of all California. For three-quarters of a century the padres traveled on foot and with burros along the ocean shore, through the mountain passes and the oak groves, as they went from mission to mission along that stretch of more than half a thousand miles. This was the official road, the route over which marched the soldiers of the king, and it was called "El Camino Real," which is "The Royal Road" or "The King's Highway."

For some time past the need of a high-class mode of travel in visiting the points of interest along this famous Coast Highway has been felt. With an idea of showing California to the thousands of tourists who visit our state annually, the California Parlor Car Tours, Inc., was launched. The cars of this company are the last word in motor coach equipment. They are the first motor observation-parlor-cars that have been built to date. They seat twenty passengers in individual over-stuffed wicker chairs, and are equipped with the Fageol-Hall Scott aeroplane motors.

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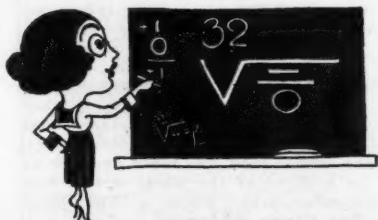
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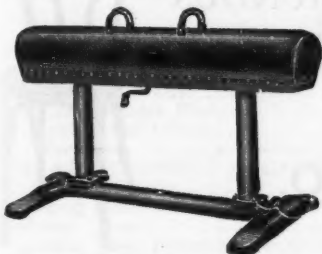
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Mrs. Marietta Johnson, a great educational leader, is again to give San Francisco and the bay cities the opportunity of listening to her message. She is not presenting a new method or suggesting a new system of education. She would have us study the development of the child and the nature and needs of childhood, and then mould and adapt our present system and methods to meet the growing organism of the child.

Mrs. Johnson has been conducting in Fairhope, Alabama, for the last seventeen years an experimental school which takes children from kindergarten to college. In spite of tremendous odds, she has carried out in a practical way the principals which she believes to be essential to child training. She has proved that these principles are fundamental and the world has acknowledged this fact by wearing a path to the door of this school. She has a message for mothers and fathers as well as to teachers and educators.

The San Francisco Branch of the Fairhope Educational Foundation is glad to announce that Mrs. Johnson will be in San Francisco during the week of May 25th. Dr. Gordon of the First Congregational Church San Francisco has offered the use of his church to Mrs. Johnson the evening of the 25th. She will speak to the public on "The Spiritual Aspects of Education." Following this will be a course of four lectures to be given at the A. A. U. W. rooms 233 Post Street. A fee of five dollars will be charged for these lectures. The funds secured will be sent to the Fairhope School.

Those wishing to attend this course of lectures are asked to communicate with the Treasurer, San Francisco Branch, Fairhope Educational Foundation, 3427 Clay Street, San Francisco, Calif.

Harmonica Orchestras are championed by G. Oredia Jacobs, principal of the Nixon School, Chicago. The Nixon School Orchestra now has 200 members. Music of high quality is encouraged, and the concerts have included such numbers as Schumann's Traumerel, Schubert's Cradle Song, Weinlawski's Kinawak, and folk songs.

The Buffalo Elementary Schools are beautifully pictured and described in a handsome 28-page handbook issued by the city department of education. The finest plate paper, half-tones, and typography are utilized. The booklet stimulates the interest and quickens imagination. Every city should and can issue a guide book as charming as this one. Such books help interpret the school to the busy parent and untutored taxpayer.

Children's wages have been studied by Anne S. Davis, vocational guidance department, Chicago Public Schools. She reports that the median wage is \$9.00 per week for girls and \$10.00 a week for boys. 1,090 were earning under \$8.00 per week. Five per cent were not earning enough to pay their own expenses. The report shows many evils attendant upon commercialized child labor. (Chicago Schools Journal, Vol. 7, pp 121-125).

Say you saw it in the Sierra Educational News